

| Friends 4<br>Lesson 19                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                               | What do you do every day? |                                                                                                                                                                                                                              | Vocabulary |                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------------------------------------------------------|
| Aims                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Asking the question<br><i>What do you do every day?</i>       | Contents                  | <b>Grammar</b><br>Asking questions about daily routines.<br><br>Questions: <i>What time ...?</i><br>Auxiliary: <i>do</i>                                                                                                     | Checklist  | Individual + group work<br>handout: A page from a calendar |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Revising/<br>Summarising vocabulary describing daily routines |                           | <b>Vocabulary</b><br>Daily routine verbs:<br>get dressed<br>have breakfast/ lunch<br>dinner<br>start finish<br>go to school<br>come home<br>go to bed / sleep<br>ask<br>answer<br>Everyday English:<br>That sounds like fun. |            |                                                            |
| Language Analysis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                               |                           |                                                                                                                                                                                                                              |            |                                                            |
| <p>We use <b>Present Simple</b>:</p> <ul style="list-style-type: none"><li>- To talk about daily routines i.e. Tom eats cereal for breakfast every day.<br/>He doesn't eat bananas.</li><li>- To give opinions i.e. I like swimming. I don't like dancing.</li><li>- To talk about schedules i.e. The bank opens at 8 o'clock. It doesn't open at 7 o'clock.</li><li>- To give facts i.e. The sky is blue.</li></ul> <p>We form Wh-questions using an auxiliary verb (do/does), the main verb is in the base form:</p> <p>question word + auxiliary verb + subject + verb</p> <p>What time does the lesson start?</p> |                                                               |                           |                                                                                                                                                                                                                              |            |                                                            |

Where do you come from?  
What does he do every day?  
When do they finish their lessons

## Procedure

### Warm-up Off the screens

1. Give out the Handout (parts A and B at a time): a page from a calendar.

Handout A

| MONDAY   |       |       | TUESDAY |       |       | WEDNESDAY |        |       |
|----------|-------|-------|---------|-------|-------|-----------|--------|-------|
| 6:00     | 7:00  | 8:00  | 6:00    | 7:00  | 8:00  | 6:00      | 7:00   | 8:00  |
| 9:00     | 10:00 | 11:00 | 9:00    | 10:00 | 11:00 | 9:00      | 10:00  | 11:00 |
| 12:00    | 13:00 | 14:00 | 12:00   | 13:00 | 14:00 | 12:00     | 13:00  | 14:00 |
| 15:00    | 16:00 | 17:00 | 15:00   | 16:00 | 17:00 | 15:00     | 16:00  | 17:00 |
| 18:00    | 19:00 | 20:00 | 18:00   | 19:00 | 20:00 | 18:00     | 19:00  | 20:00 |
| 21:00    | 22:00 | 23:00 | 21:00   | 22:00 | 23:00 | 21:00     | 22:00  | 23:00 |
| THURSDAY |       |       | FRIDAY  |       |       | SATURDAY  | SUNDAY |       |
| 6:00     | 7:00  | 8:00  | 6:00    | 7:00  | 8:00  | 6:00      | 7:00   | 8:00  |
| 9:00     | 10:00 | 11:00 | 9:00    | 10:00 | 11:00 | 9:00      | 10:00  | 11:00 |
| 12:00    | 13:00 | 14:00 | 12:00   | 13:00 | 14:00 | 12:00     | 13:00  | 14:00 |
| 15:00    | 16:00 | 17:00 | 15:00   | 16:00 | 17:00 | 15:00     | 16:00  | 17:00 |
| 18:00    | 19:00 | 20:00 | 18:00   | 19:00 | 20:00 | 18:00     | 19:00  | 20:00 |
| 21:00    | 22:00 | 23:00 | 21:00   | 22:00 | 23:00 | 21:00     | 22:00  | 23:00 |

Handout B

| MONDAY   |       |       | TUESDAY |       |       | WEDNESDAY |       |       |
|----------|-------|-------|---------|-------|-------|-----------|-------|-------|
| 6:00     | 7:00  | 8:00  | 6:00    | 7:00  | 8:00  | 6:00      | 7:00  | 8:00  |
| 9:00     | 10:00 | 11:00 | 9:00    | 10:00 | 11:00 | 9:00      | 10:00 | 11:00 |
| 12:00    | 13:00 | 14:00 | 12:00   | 13:00 | 14:00 | 12:00     | 13:00 | 14:00 |
| 15:00    | 16:00 | 17:00 | 15:00   | 16:00 | 17:00 | 15:00     | 16:00 | 17:00 |
| 18:00    | 19:00 | 20:00 | 18:00   | 19:00 | 20:00 | 18:00     | 19:00 | 20:00 |
| 21:00    | 22:00 | 23:00 | 21:00   | 22:00 | 23:00 | 21:00     | 22:00 | 23:00 |
| THURSDAY |       |       | FRIDAY  |       |       | SATURDAY  |       |       |
| 6:00     | 7:00  | 8:00  | 6:00    | 7:00  | 8:00  | 6:00      | 7:00  | 8:00  |
| 9:00     | 10:00 | 11:00 | 9:00    | 10:00 | 11:00 | 9:00      | 10:00 | 11:00 |
| 12:00    | 13:00 | 14:00 | 12:00   | 13:00 | 14:00 | 12:00     | 13:00 | 14:00 |
| 15:00    | 16:00 | 17:00 | 15:00   | 16:00 | 17:00 | 15:00     | 16:00 | 17:00 |
| 18:00    | 19:00 | 20:00 | 18:00   | 19:00 | 20:00 | 18:00     | 19:00 | 20:00 |
| 21:00    | 22:00 | 23:00 | 21:00   | 22:00 | 23:00 | 21:00     | 22:00 | 23:00 |
| SUNDAY   |       |       | MONDAY  |       |       | TUESDAY   |       |       |
| 6:00     | 7:00  | 8:00  | 6:00    | 7:00  | 8:00  | 6:00      | 7:00  | 8:00  |
| 9:00     | 10:00 | 11:00 | 9:00    | 10:00 | 11:00 | 9:00      | 10:00 | 11:00 |
| 12:00    | 13:00 | 14:00 | 12:00   | 13:00 | 14:00 | 12:00     | 13:00 | 14:00 |
| 15:00    | 16:00 | 17:00 | 15:00   | 16:00 | 17:00 | 15:00     | 16:00 | 17:00 |
| 18:00    | 19:00 | 20:00 | 18:00   | 19:00 | 20:00 | 18:00     | 19:00 | 20:00 |
| 21:00    | 22:00 | 23:00 | 21:00   | 22:00 | 23:00 | 21:00     | 22:00 | 23:00 |

2. Ask Ss to write as many activities that they do every week as they can think of in the Week 1 (Handout A).
3. When they have finished, ask them to work in groups of four and ask each other questions *What do you do ...i.e. on Monday, Tuesday?*
4. Tell them to fill in Week 2 (Handout B) with information on other Ss.
5. Check the results asking individual Ss about the other in their group.

## Screen 2

Audio:

**Alien 1:** *Hi Sam. We're making a TV programme about your planet!*

**Sam:** *OK! That sounds fun!*

**Alien 2:** *Right. We ask the questions and you answer. Got it?*

**Sam:** *Got it!*

**Alien 1:** *What do you do every day?*

**Sam:** *Well I get dressed at seven o'clock...and then I have breakfast.*

**Alien 2:** *What time do you go to school?*

**Sam:** *I go to school at nine o'clock.*

**Alien 1:** *What time does your English class start?*

**Sam:** *My English class starts at ten o'clock and it finishes at 11 o'clock.*

**Sam:** *I come home at four o'clock and...I have dinner at six o'clock.*

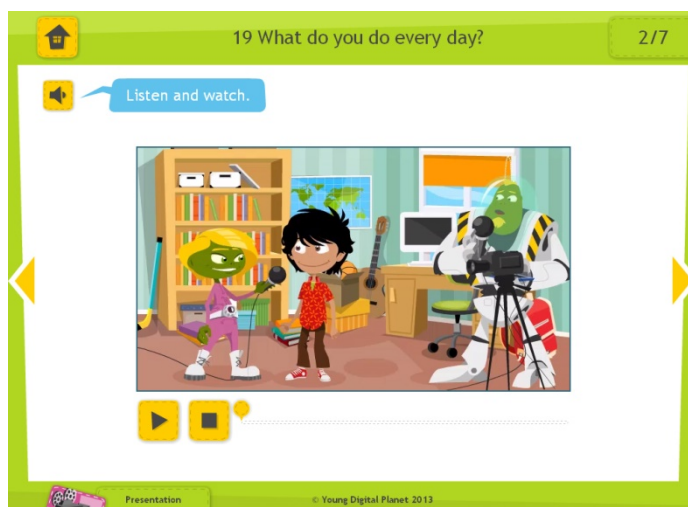
**Alien 2:** *What time do you go to bed?*

**Sam:** *I go to bed at nine o'clock.*

**Aliens together:** *Sam - on your planet – you're busy, busy, busy!*

**Sam:** *Yes, we are. What do you do on your planet?*

**Aliens 1 and 2 together:** *On our planet our hobby is ...sleeping!*



Exploit the scene by asking the Ss to describe what they can see. Then listen and watch the animation. Ask some questions to check understanding.

## Screen 3

### Audio:

*I get dressed.  
I go to school.  
I finish school.  
I come home.  
I have dinner.  
I go to bed.*

### Key:

- 1 I get dressed.
- 2 I go to school.
- 3 I finish school.
- 4 I come home.
- 5 I have dinner.
- 6 I go to bed.



Ask Ss to listen and put the sentences in order according to what they hear.

### Additional activity

Tell student to guess the order of sentences before listening.  
When they have finished ask them to listen and check their answers.

## Screen 4

### Audio:

**Alien 1:** *Hi Sam. We're making a TV programme about your planet!*

**Sam:** *OK! That sounds fun!*

**Alien 2:** *Right. We ask the questions and you answer. Got it?*

**Sam:** *Got it!*

**Alien 1:** *What do you do every day?*

**Sam:** *Well I get up and get dressed at seven o' clock...and then I have breakfast.*

**Alien 2:** *What time do you go to school?*

**Sam:** *I go to school at nine o' clock.*

**Alien 1:** *What time does your English class start?*

**Sam:** *My English class starts at ten*



*o'clock and it finishes at 11 o'clock.*

**Sam:** *I come home at four o'clock and...I have dinner at six o'clock.*

**Alien 2:** *What time do you go to bed?*

**Sam:** *I go to bed at nine o'clock.*

**Key:**

- 1 Seven o'clock.
- 2 Nine o'clock.
- 3 Ten o'clock
- 4 Eleven o'clock
- 5 four o'clock.
- 6 Six o'clock
- 7 Nine o'clock

## Screen 5

Audio:

**Alien:** *Hi Sam. We asked Kim about her day. Now we want to ask you.*

**Sam:** *Ok. That sounds fun!*

**Alien:** *Right. We ask the questions and you answer. Got it?*

**Sam:** *Got it!*

**Alien:** *What do you do every day?*

**Sam:** *Well I get dressed at seven o'clock...and then I have breakfast.*

**Alien:** *What time do you go to school?*

**Sam:** *I go to school at nine o'clock.*

**Alien:** *What time does your English class start?*

**Sam:** *My English class starts at ten o'clock and it finishes at 11 o'clock.*

**Sam:** *I come home at four o'clock and...I have dinner at six o'clock.*

**Alien:** *What time do you go to bed?*

**Sam:** *I go to bed at nine o'clock.*

**Key:**

- 1 get dressed
- 2 English class start
- 3 dinner
- 4 go to bed



19 What do you do every day? 5/7

Listen and choose.

What time do you  /  ?  
At seven o'clock.

What time does  /  start?  
At ten o'clock.

What time do you have  /  ?  
At six o'clock.

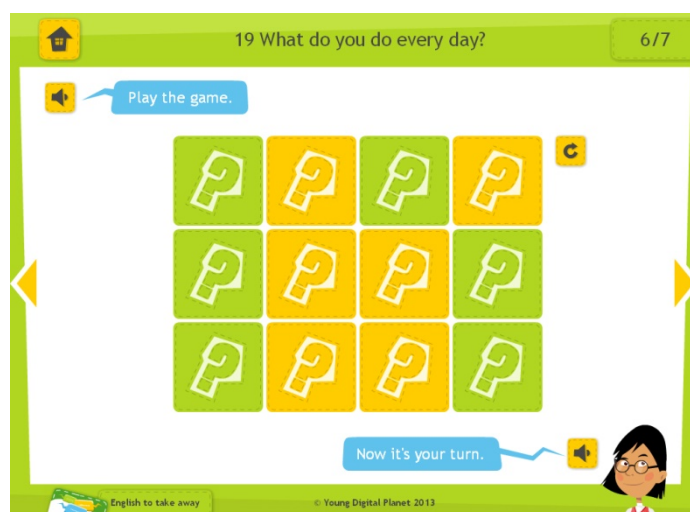
What time do you  /  ?  
At nine o'clock.

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## Screen 6

### Text cards:

I get dressed  
I have breakfast  
I have dinner  
I come home  
I go to bed  
I start school



Give the Ss these instructions for the Memory game. The aim of the game is to make pairs.

1. On the screen you will see two sets of cards 'face down'.
2. Click on one card from each set to make a pair.
3. If it is a pair, the cards will fly off the screen. If it is not a pair, the cards will turn over again.
4. Try and remember where the pictures and words are.
5. Choose two more cards to make a pair.
6. Continue until you have matched all the pairs.

Ask Ss to do the activity individually or put them in pairs. If students work in pairs, ask them to count the number of pairs they found. The player with the most matches wins.

Now it's your turn. This is a 'free practice' stage. The aim is personalisation.

Tell students to work in pairs and write new sentences to make a new game.

Give the game to another pair to play.

Additional activity: *What do you do every day?*

1. Tell Ss to sit in a circle. Explain that the student in the middle is going to mime the answer to the question *What do you do every day?*
2. The student that first guesses the answer, mimes another activity.  
Possible answers: *I get dressed. I go to school. I finish school. I come home. I have dinner/breakfast. I go to bed/ sleep. I do my homework.*
3. When all Ss have a go at miming, ask them to write what they do every day, giving the exact time.  
Possible answers: *I get dressed at 8 o'clock.*
4. Ask selected Ss to read a couple of their sentences.

# Handout A

| MONDAY   |       | TUESDAY |       | WEDNESDAY |       |
|----------|-------|---------|-------|-----------|-------|
| 6:00     | ..... | 6:00    | ..... | 6:00      | ..... |
| 7:00     | ..... | 7:00    | ..... | 7:00      | ..... |
| 8:00     | ..... | 8:00    | ..... | 8:00      | ..... |
| 9:00     | ..... | 9:00    | ..... | 9:00      | ..... |
| 10:00    | ..... | 10:00   | ..... | 10:00     | ..... |
| 11:00    | ..... | 11:00   | ..... | 11:00     | ..... |
| 12:00    | ..... | 12:00   | ..... | 12:00     | ..... |
| 13:00    | ..... | 13:00   | ..... | 13:00     | ..... |
| 14:00    | ..... | 14:00   | ..... | 14:00     | ..... |
| 15:00    | ..... | 15:00   | ..... | 15:00     | ..... |
| 16:00    | ..... | 16:00   | ..... | 16:00     | ..... |
| 17:00    | ..... | 17:00   | ..... | 17:00     | ..... |
| 18:00    | ..... | 18:00   | ..... | 18:00     | ..... |
| 19:00    | ..... | 19:00   | ..... | 19:00     | ..... |
| 20:00    | ..... | 20:00   | ..... | 20:00     | ..... |
| 21:00    | ..... | 21:00   | ..... | 21:00     | ..... |
| 22:00    | ..... | 22:00   | ..... | 22:00     | ..... |
| 23:00    | ..... | 23:00   | ..... | 23:00     | ..... |
| THURSDAY |       | FRIDAY  |       | SATURDAY  |       |
| 6:00     | ..... | 6:00    | ..... | 6:00      | ..... |
| 7:00     | ..... | 7:00    | ..... | 7:00      | ..... |
| 8:00     | ..... | 8:00    | ..... | 8:00      | ..... |
| 9:00     | ..... | 9:00    | ..... | 9:00      | ..... |
| 10:00    | ..... | 10:00   | ..... | 10:00     | ..... |
| 11:00    | ..... | 11:00   | ..... | 11:00     | ..... |
| 12:00    | ..... | 12:00   | ..... | 12:00     | ..... |
| 13:00    | ..... | 13:00   | ..... | 13:00     | ..... |
| 14:00    | ..... | 14:00   | ..... | 14:00     | ..... |
| 15:00    | ..... | 15:00   | ..... | 15:00     | ..... |
| 16:00    | ..... | 16:00   | ..... | 16:00     | ..... |
| 17:00    | ..... | 17:00   | ..... | 17:00     | ..... |
| 18:00    | ..... | 18:00   | ..... | 18:00     | ..... |
| 19:00    | ..... | 19:00   | ..... | 19:00     | ..... |
| 20:00    | ..... | 20:00   | ..... | 20:00     | ..... |
| 21:00    | ..... | 21:00   | ..... | 21:00     | ..... |
| 22:00    | ..... | 22:00   | ..... | 22:00     | ..... |
| 23:00    | ..... | 23:00   | ..... | 23:00     | ..... |
|          |       |         |       | SUNDAY    |       |
|          |       |         |       | 6:00      | ..... |
|          |       |         |       | 7:00      | ..... |
|          |       |         |       | 8:00      | ..... |
|          |       |         |       | 9:00      | ..... |
|          |       |         |       | 10:00     | ..... |
|          |       |         |       | 11:00     | ..... |
|          |       |         |       | 12:00     | ..... |
|          |       |         |       | 13:00     | ..... |
|          |       |         |       | 14:00     | ..... |
|          |       |         |       | 15:00     | ..... |
|          |       |         |       | 16:00     | ..... |
|          |       |         |       | 17:00     | ..... |
|          |       |         |       | 18:00     | ..... |
|          |       |         |       | 19:00     | ..... |
|          |       |         |       | 20:00     | ..... |
|          |       |         |       | 21:00     | ..... |
|          |       |         |       | 22:00     | ..... |
|          |       |         |       | 23:00     | ..... |

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| Friends 4<br>Lesson 20                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                           | We have lunch at school |                                                                                                                                                                                                                                         | Grammar &<br>Functions |                                                   |               |                |                 |                 |                      |                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|---------------------------------------------------|---------------|----------------|-----------------|-----------------|----------------------|------------------|
| Aims                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Describing daily routines | Contents                | <b>Grammar</b><br>Verbs: <i>have, has</i><br>Questions: <i>where do you ...?</i><br><br><b>Vocabulary</b><br><br>Preposition:<br><i>at + place (home, school)</i><br><i>Where do you have lunch?</i><br><i>We have lunch at school.</i> | Checklist              | 1 Master handout<br>Pair work handout – Kim's day |               |                |                 |                 |                      |                  |
| Language Analysis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                           |                         |                                                                                                                                                                                                                                         |                        |                                                   |               |                |                 |                 |                      |                  |
| <p>We use <b>Present Simple</b>:</p> <ul style="list-style-type: none"><li>- To talk about daily routines e.g. <i>Tom eats cereal for breakfast every day.</i><br/>He doesn't eat waffles.</li><li>- To give opinions e.g. <i>I like swimming. I don't like dancing.</i></li><li>- To talk about schedules e.g. <i>The bank opens at 8 o'clock. It doesn't open at 7 o'clock.</i></li><li>- To give facts e.g. <i>The Earth is round. It isn't flat.</i></li></ul> <p>We form <i>Wh-</i> questions using an auxiliary verb (<i>do/does</i>), the main verb is in the base form:</p> <p>question word + auxiliary verb + subject + verb</p> <p><i>What time does the lesson start?</i></p> <p><i>Where do you come from?</i></p> <p><i>What does he do every day?</i></p> <p><i>When do they finish their lessons?</i></p> <p>Verb <i>have</i> has various functions, which can be confusing. It may mean to possess or to take, be an auxiliary, occur in different expressions which change its meaning e.g. in the expression <i>have to</i>, it means <i>must</i>.</p> <table><tr><td><i>I have</i></td><td><i>We have</i></td></tr><tr><td><i>You have</i></td><td><i>You have</i></td></tr><tr><td><i>He/she/it has</i></td><td><i>They have</i></td></tr></table> |                           |                         |                                                                                                                                                                                                                                         |                        |                                                   | <i>I have</i> | <i>We have</i> | <i>You have</i> | <i>You have</i> | <i>He/she/it has</i> | <i>They have</i> |
| <i>I have</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <i>We have</i>            |                         |                                                                                                                                                                                                                                         |                        |                                                   |               |                |                 |                 |                      |                  |
| <i>You have</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <i>You have</i>           |                         |                                                                                                                                                                                                                                         |                        |                                                   |               |                |                 |                 |                      |                  |
| <i>He/she/it has</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <i>They have</i>          |                         |                                                                                                                                                                                                                                         |                        |                                                   |               |                |                 |                 |                      |                  |

# Procedure

## Warm-up Off the screens

Handout: pair work

1. Give out copies of the Handout to students and ask them to look at the pictures. (Cut the two versions: Student A and B separately).

### Handout

|                   | Student 1                                                                           |                   | Student 2                                                                           |
|-------------------|-------------------------------------------------------------------------------------|-------------------|-------------------------------------------------------------------------------------|
| 1<br>(7 o'clock)  |    | 1<br>(7 o'clock)  |                                                                                     |
| 2<br>(8 o'clock)  |                                                                                     | 2<br>(8 o'clock)  |    |
| 3<br>(9 o'clock)  |   | 3<br>(9 o'clock)  |                                                                                     |
| 4<br>(11 o'clock) |                                                                                     | 4<br>(11 o'clock) |  |
| 5<br>(1 o'clock)  |  | 5<br>(1 o'clock)  |                                                                                     |
| 6<br>(9 o'clock)  |                                                                                     | 6<br>(9 o'clock)  |  |

2. Write on the board *What does Kim do (at seven o'clock)?*
3. Ask students *Look at picture 1. What does Kim do (at seven o'clock)?*
4. Elicit the answer *Kim gets up at 7 o'clock.* You may need to ask *What time does Kim get up?*
5. Ask a volunteer to write the answer on the board.
6. Ask *What does Kim do, picture 2?*
7. Now ask students to work in pairs and fill in the rest of Kim's day asking each other *What does Kim do?*
8. Get selected students to write their answers on the board after they have finished.

**Key:**

- 1 Kim gets up at 7 o'clock.
- 2 Kim has breakfast at 8 o'clock..
- 3 Kim has an English lesson at nine o'clock.
- 4 Kim has a break at 11 o'clock and plays with our friends.
- 5 Kim has lunch at 1 o'clock.
- 6 Kim goes to sleep at 9 o'clock.

## Screen 2

### Audio:

**Sam:** *You don't sleep at school! You sleep at home!*

**Alien 1:** *Oh, thank you! Can you answer our questions??*

**Sam:** *What questions?*

**Alien 2:** *Where do you have lunch?*

**Sam:** *I have lunch at school.*

**Alien 2:** *Oooooh, OK. Where do you watch TV?*

**Sam:** *I watch TV at home.*

**Alien 1:** *Where do you have dinner?*

**Sam:** *I have dinner at home too.*

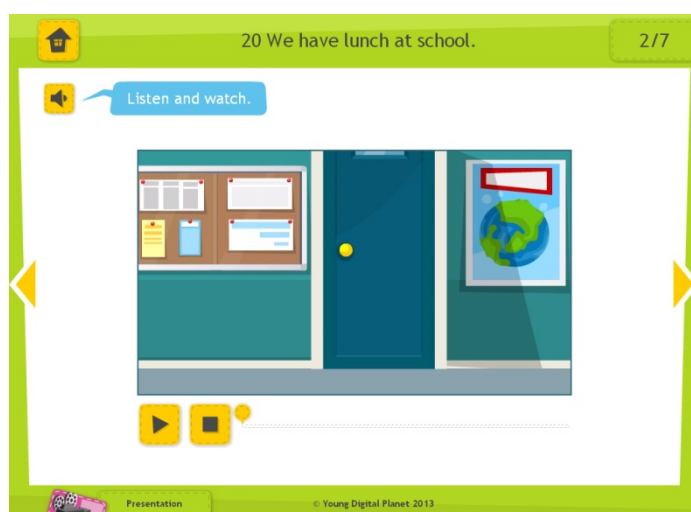
**Alien 2:** *Where does your mum have lunch?*

**Sam:** *She has lunch at home.*

**Alien 1:** *OK, then we can go home. We can have lunch with your mum and watch TV now.*

**Sam:** *No! We have English lessons at school. You can have lessons too!*

**Alien1:** *OK!*



Exploit the scene by asking the Ss to describe what they can see. This will help students with pronunciation and meaning.

## Screen 3

**Audio:**

**Sam:** *You don't sleep at school! You sleep at home!*

**Aliens:** *Can you answer our questions??*

**Sam:** *What questions?*

**Sam:** *What?*

**Aliens:** *Where do you have lunch?*

**Sam:** *I have lunch at school.*

**Aliens:** *Ooooh, OK. Where do you watch TV?*

**Sam:** *I watch TV at home.*

**Aliens:** *Where do you have dinner?*

**Sam:** *I have dinner at home too.*

**Alien:** *Where does your mum have lunch?*

**Sam:** *She has lunch at home.*

**Alien 1:** *OK, then we can go home. We can have lunch with your mum and watch TV now.*

**Sam:** *No! We have English lessons at school. You can have lessons too!*

**Aliens:** *OK!*

**Key:**

**1** At home

**2** At school

**3** At home

**4** At school

**5** At home



20 We have lunch at school. 3/7

Listen and choose.

Where does Sam sleep?  
At home / At school

Where does Sam have lunch?  
At home / At school

Where does Sam watch TV?  
At home / At school

Where does Sam have English lessons?  
At home / At school

Where does Sam have dinner?  
At home / At school

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## Screen 4

### Audio:

**Sam:** *You don't sleep at school! You sleep at home!*

**Alien 1:** *Oh, thank you! Can you answer our questions?*

**Sam:** *What questions?*

**Alien 2:** *Where do you have lunch?*

**Sam:** *I have lunch at school.*

**Alien 2:** *Ooooh, OK. Where do you watch TV?*

**Sam:** *I watch TV at home.*

**Alien 1:** *Where do you have dinner?*

**Sam:** *I have dinner at home too.*

**Alien 2:** *Where does your mum have lunch?*

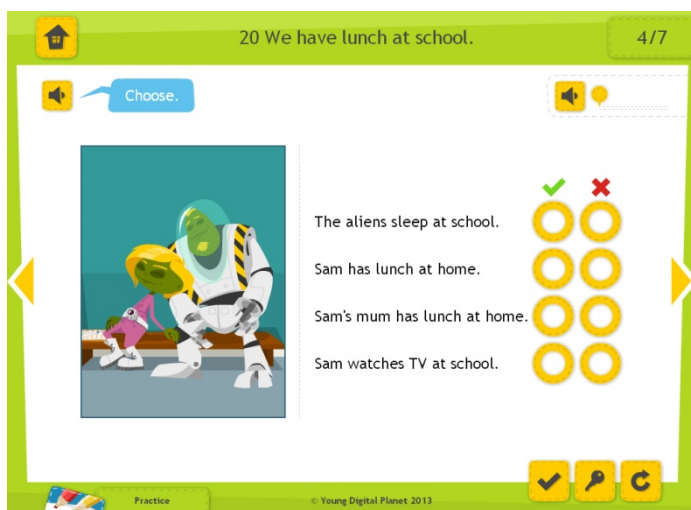
**Sam:** *She has lunch at home.*

**Alien 1:** *OK, then we can go home. We can have lunch with your mum and watch TV now.*

**Sam:** *No! We have English lessons at school. You can have lessons too!*

**Alien1:** *OK!*

**Key:** 1 Yes 2 No 3 Yes 4 No



20 We have lunch at school. 4/7

Choose.

The aliens sleep at school. ☒ ☐ ☐ ☐

Sam has lunch at home. ☐ ☐ ☐ ☐

Sam's mum has lunch at home. ☐ ☐ ☐ ☐

Sam watches TV at school. ☐ ☐ ☐ ☐

Practice © Young Digital Planet 2013

## Screen 5

### Key:

- 1 has
- 2 sleep
- 3 has
- 4 watches
- 5 have



## Screen 6

Audio 1: *Where do you have lunch?*

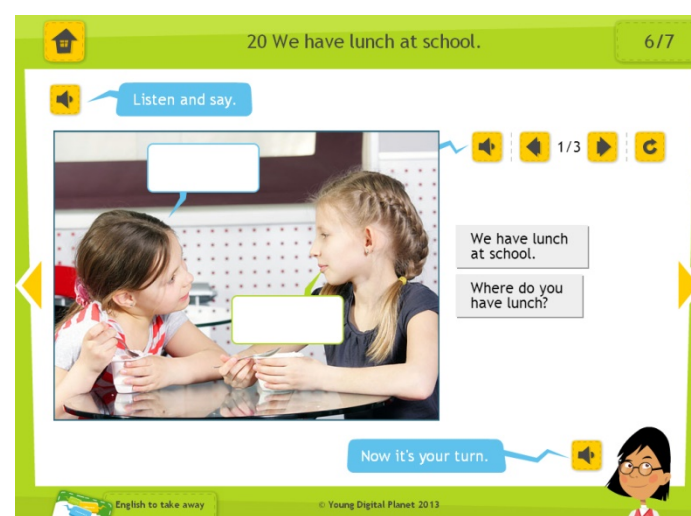
Audio 2: *We have lunch at school.*

Audio 1: *Where do you have English lessons?*

Audio 2: *At school.*

Audio 1: *Where do you watch TV?*

Audio 2: *At home.*



Give the students the instructions for the *Listen and say* activity. The aim is to practise a short dialogue.

1. Look at the picture and read the sentences.
2. Click on the audio and listen to the dialogue.
3. Drag and drop the sentences into the correct speech bubbles.
4. Repeat as many times as you want to.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Now it's your turn. This is a 'free practice' stage. The aim is personalisation. Tell Ss to work in threes and say sentences about their day.</p> <p>When they have finished, ask them to report back what their partners said i.e. <i>Tom has lunch at home. Kate has lunch at school</i> etc.</p> |
| <p>Additional activity<br/>At home or at school?</p> <ol style="list-style-type: none"> <li>1. Tell students to look again at their handouts and say whether Kim has breakfast, lunch and her English lesson at school or at home.</li> <li>2. Tell them to draw 3 pictures representing them at home or at school.</li> <li>3. When they have finished ask 3 selected students to show and tell the group what they have done.</li> <li>4. Next, tell students to do the same in their pairs.</li> </ol> |                                                                                                                                                                                                                                                                                                        |

# Handout

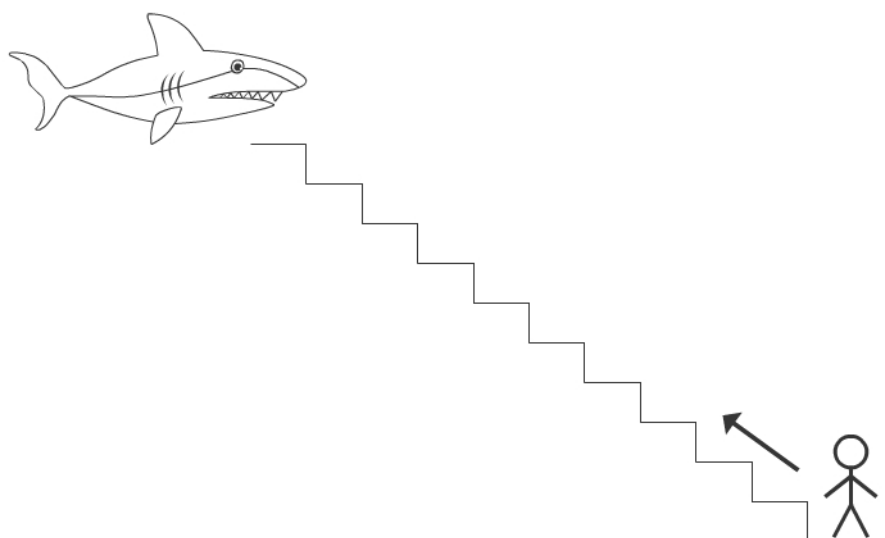
|                          | Student 1                                                                           |                          | Student 2                                                                             |
|--------------------------|-------------------------------------------------------------------------------------|--------------------------|---------------------------------------------------------------------------------------|
| <b>1</b><br>(7 o'clock)  |    | <b>1</b><br>(7 o'clock)  |                                                                                       |
| <b>2</b><br>(8 o'clock)  |                                                                                     | <b>2</b><br>(8 o'clock)  |    |
| <b>3</b><br>(9 o'clock)  |   | <b>3</b><br>(9 o'clock)  |                                                                                       |
| <b>4</b><br>(11 o'clock) |                                                                                     | <b>4</b><br>(11 o'clock) |   |
| <b>5</b><br>(1 o'clock)  |  | <b>5</b><br>(1 o'clock)  |                                                                                       |
| <b>6</b><br>(9 o'clock)  |                                                                                     | <b>6</b><br>(9 o'clock)  |  |

| Friends 4<br>Lesson 21                                                                                                                                                                                                                                                  |                                                | <i>I get up and get dressed.</i> |                                                                                                                                                                                            | Grammar &<br>Functions |                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Aims                                                                                                                                                                                                                                                                    | Talking about daily routine                    | Contents                         | <b>Grammar</b><br>Present simple<br><br>1st person singular                                                                                                                                | Checklist              | 2 master handouts to practise talking about daily routine                                                                                                                                                |
|                                                                                                                                                                                                                                                                         | <i>I eat breakfast and then I get dressed.</i> |                                  | <b>Vocabulary</b><br>Everyday activities: <i>get dressed, eat breakfast, do homework, have dinner, watch TV</i><br><br>Talking about order of events (linkers): <i>then, before, after</i> |                        | Handout 1 pair-work - matching words and phrases (one set for a pair of students): matching verbs to sentences and completing letters in words.<br><br>Handout 2 for each student<br><br>Pens or pencils |
| Language Analysis                                                                                                                                                                                                                                                       |                                                |                                  |                                                                                                                                                                                            |                        |                                                                                                                                                                                                          |
| <b>Grammar</b><br><i>I eat breakfast and <u>then</u> I get dressed.</i><br>then /ðen/<br><br><b>Phrases:</b><br><br><i>have dinner</i><br><i>get dressed</i><br><i>eat breakfast,</i><br><i>do homework</i><br><i>watch TV</i><br><i>go home</i><br><i>have lessons</i> |                                                |                                  |                                                                                                                                                                                            |                        |                                                                                                                                                                                                          |

# Procedure

## Warm-up Off the screens

1. Think of a word or phrase (e.g. *have lunch*) and write it on the board replacing each letter with a    . Draw a hungry shark:



2. Ask students to guess the missing letters one by one. If they don't guess a letter correctly draw a stick figure moving one step up the stairs. Write the letter that is not correct at the top so that students don't use it anymore. If the stick figure reaches the top of the stairs students lose.
3. The winner is the student who guesses the whole word correctly. They continue the game with their own word.

OR

4. Say a word or phrase very quietly - students must guess your word.
5. The winner is the student who guesses correctly. They may continue the game with their own word.

## Screen 2

**Kim:** Look, Jill, it's eight o'clock! Get dressed, we're late! We get the bus to school – remember?

**Jill:** No! No! No! I eat breakfast and then I get dressed.

**Kim:** Well I don't! Mum says 'Get dressed and then eat breakfast – and then 'Go to school!'

**Jill:** Yes, and then Mum says, 'Hurry up, girls!'

**Kim:** I do my homework before dinner. Do your homework, Jill.

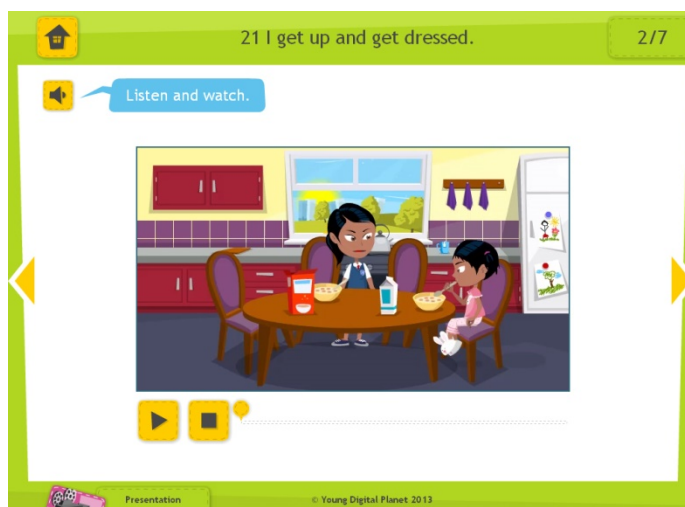
**Jill:** No! No! No! I do my homework after dinner!

**Kim:** Jill, do your homework now. Then it's dinner. We have dinner at 6 o'clock.

**Kim:** Muuum!

**Kim:** Mum says: 'Do your homework first. Then we have dinner at 6 o'clock and then – after homework and dinner – we can watch TV!'

**Kim and Jill calling out together:** I love you, Mum!



Exploit the scene by asking the Ss to describe what they can see. This will help students with pronunciation and meaning.

Note: Have students watch the animation several times then ask them to complete the Handout.

Additional activity: Handout 1.

Handout 1 (pair-work)



|       |           |
|-------|-----------|
| have  | dinner    |
| get   | dressed   |
| eat   | breakfast |
| do    | homework  |
| watch | TV        |
| go    | home      |
| have  | lessons   |

Cut out a set of cards from Handout 1.

Give each set to a pair of students and ask them to match the verbs to make phrases.

**Key:** have dinner, get dressed, eat breakfast, do homework, watch TV, go home, have lessons

Additional activity: Handout 2.

## Handout 2

1. I h\_ve d\_nn\_r.
2. I g\_t dress\_d.
3. I e\_t bre\_kf\_st.
4. I d\_my h\_mew\_rk.
5. I w\_tch TV.

A.



B.



C.



D.



E.



Ask students to complete the missing letters (vowels) in these sentences. Then ask students to match them with the pictures.

At the end students put the sentences in the order as they normally do these activities.

### Key:

- 1 I have dinner: picture C
- 2 I get dressed: picture A
- 3 I eat breakfast: picture D
- 4 I do my homework: picture B
- 5 I watch TV: picture E

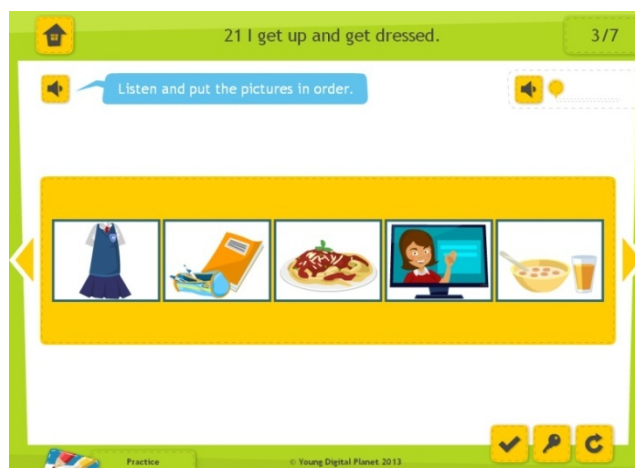
Audio:

**Kim:** *I get dressed and then I eat breakfast.*

**Kim:** *I do my homework and then I have dinner.*

**Kim:** *We have dinner and then we watch TV.*

**Key:** see pictures below



Note: Ask your students to repeat the sentences 2–3 times until they make no mistakes. Drill pronunciation chorally and individually.

## Screen 4

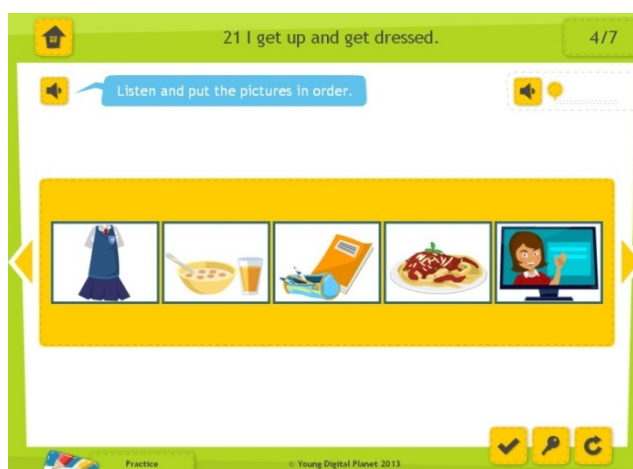
Audio:

**Jill:** *I eat breakfast and then I get dressed.*

**Jill:** *I eat dinner and then I do my homework.*

**Jill:** *I do my homework and then we watch TV.*

**Key:** See below

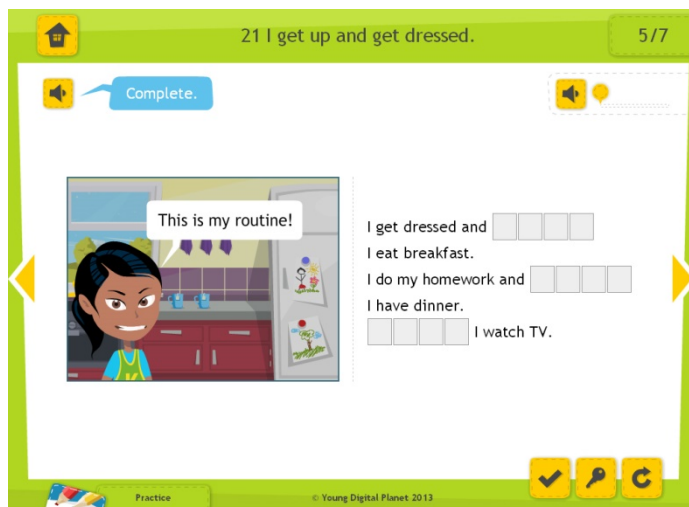


## Screen 5

### Audio:

*I get dressed and then I eat breakfast. I do my homework and then I have dinner. Then I watch TV.*

**Key:** 1 then 2 then 3 Then



21 I get up and get dressed. 5/7

Complete.

This is my routine!

I get dressed and

I eat breakfast.

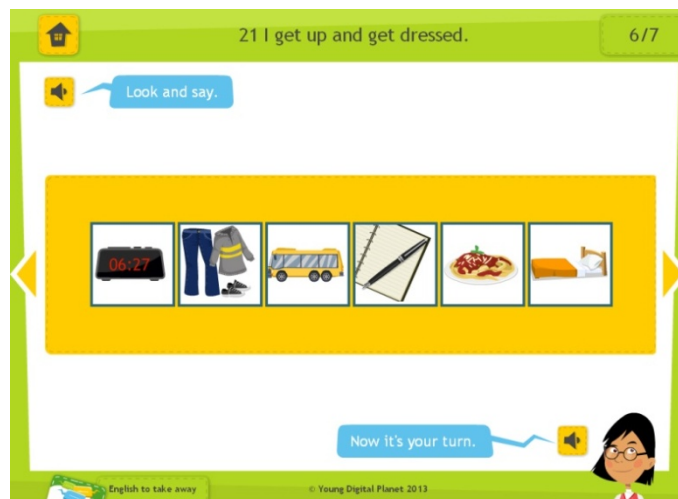
I do my homework and

I have dinner.

I watch TV.

Practice © Young Digital Planet 2013

## Screen 6



21 I get up and get dressed. 6/7

Look and say.

06:27

Now it's your turn.

English to take away © Young Digital Planet 2013

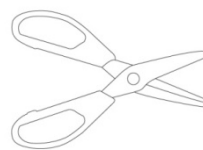
Give the students the instructions for the Look and Say activity.

1. Look at the pictures and name the activities.
2. Put the activities in order.

Now it's your turn. This is a 'free practice' stage. The aim is personalisation. Tell Ss to work in pairs and say sentences about their day.

Note: If your students are good enough they may write about their typical day.

# Handout 1 (pair-work)



|       |           |
|-------|-----------|
| have  | dinner    |
| get   | dressed   |
| eat   | breakfast |
| do    | homework  |
| watch | TV        |
| go    | home      |
| have  | lessons   |

## Handout 2

1. I h\_ve d\_nn\_r.
2. I g\_t dress\_d.
3. I e\_t bre\_kf\_st.
4. I d\_ my h\_mew\_rk.
5. I w\_tch TV.

A.



B.



C.



D.



E.



| Friends 4<br>Lesson 22                                                                                                                                                                                 |                                                      | School starts at nine<br>o'clock. |                                                                                                  | Grammar &<br>Functions |                                                                                   |           |             |                 |        |           |           |                     |             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|-----------------------------------|--------------------------------------------------------------------------------------------------|------------------------|-----------------------------------------------------------------------------------|-----------|-------------|-----------------|--------|-----------|-----------|---------------------|-------------|
| Aims                                                                                                                                                                                                   | Talking about daily routine                          | Contents                          | <b>Grammar</b><br>Present simple 1st and 3rd person singular                                     | Checklist              | Handout 1: pair-work (one set of cards for a pair of students): sentence ordering |           |             |                 |        |           |           |                     |             |
|                                                                                                                                                                                                        | Talking about what time routine activities start     |                                   | <b>Vocabulary</b><br>Everyday activities: <i>start, finish, have piano lessons, lunchtime</i>    |                        | Handout 2: word search                                                            |           |             |                 |        |           |           |                     |             |
|                                                                                                                                                                                                        | <i>What time does school start? At nine o'clock.</i> |                                   | Talking about order of events (linkers): <i>before</i> and <i>after</i><br><i>That's clever!</i> |                        | Pens and pencils                                                                  |           |             |                 |        |           |           |                     |             |
|                                                                                                                                                                                                        |                                                      |                                   |                                                                                                  |                        |                                                                                   |           |             |                 |        |           |           |                     |             |
| Language Analysis                                                                                                                                                                                      |                                                      |                                   |                                                                                                  |                        |                                                                                   |           |             |                 |        |           |           |                     |             |
| <i>What time does school start? /dəz/</i><br><i>What time do you have lunch? /də/</i>                                                                                                                  |                                                      |                                   |                                                                                                  |                        |                                                                                   |           |             |                 |        |           |           |                     |             |
| <table><tr><td>What time</td><td><u>does</u></td><td>he<br/>she<br/>it</td><td>start?</td></tr><tr><td>What time</td><td><u>do</u></td><td>you,<br/>we,<br/>they</td><td>have lunch?</td></tr></table> |                                                      |                                   |                                                                                                  |                        |                                                                                   | What time | <u>does</u> | he<br>she<br>it | start? | What time | <u>do</u> | you,<br>we,<br>they | have lunch? |
| What time                                                                                                                                                                                              | <u>does</u>                                          | he<br>she<br>it                   | start?                                                                                           |                        |                                                                                   |           |             |                 |        |           |           |                     |             |
| What time                                                                                                                                                                                              | <u>do</u>                                            | you,<br>we,<br>they               | have lunch?                                                                                      |                        |                                                                                   |           |             |                 |        |           |           |                     |             |
| Draw the table and explain the difference between 1st and 3rd person. Ask students what <i>it</i> can substitute (e.g. <i>lesson</i> or <i>school</i> ).                                               |                                                      |                                   |                                                                                                  |                        |                                                                                   |           |             |                 |        |           |           |                     |             |

# Procedure

## Warm-up Off the screens

1. Sit in a circle. Say a sentence describing a daily routine (e.g. *I have breakfast*).
2. A student sitting on your right should repeat your sentence and add their own.
3. Continue until the end of a circle, with everyone adding their sentences. The actions cannot be repeated.

## Screen 2

**Alien 1:** *What's that?*

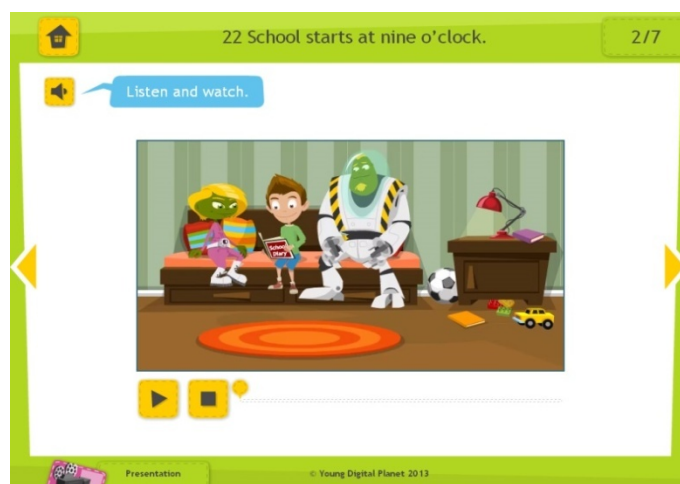
**Tony:** *It's my diary for this week.*

**Alien 2:** *Oh! What does it say?*

**Tony:** *Look, there are the days of the week. And here are the times!*

**Alien 1:** *That's clever! So, what time does school start?*

**Tony:** *It starts at 9 o'clock in the morning. Then lunchtime is at twelve o'clock. School finishes at three o'clock. I have a piano lesson at five o'clock. It finishes at six o'clock.*



Exploit the scene by asking the Ss to describe what they can see. This will help students with pronunciation and meaning.

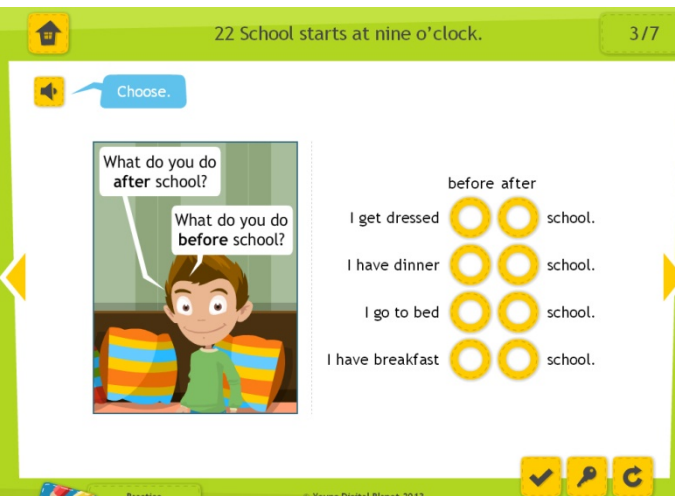
Note: Have students watch the animation several times. Then ask them questions to check how well they remember the dialogue:

- 1 *What time does school start?*
- 2 *What time is lunchtime?*
- 3 *What time does school finish?*
- 4 *What time is the piano lesson?*

**Key:** 1 At nine o'clock 2 At twelve o'clock 3 At three o'clock 4 At five o'clock

## Screen 3

**Key:** 1 before 2 after 3 after 4 before



22 School starts at nine o'clock. 3/7

Choose.

What do you do after school?

What do you do before school?

before after

I get dressed   school.

I have dinner   school.

I go to bed   school.

I have breakfast   school.

Practice © Young Digital Planet 2013

Note: Ask your students to repeat the task 2-3 times until they make no mistakes.

## Screen 4

**Key:**

- 1 What time does school start?
- 2 What time does school finish?
- 3 What time do you have lunch?
- 4 What time does he watch TV?



22 School starts at nine o'clock. 4/7

Put the words in order.

SCHOOL

does time What start? school

time What finish? school does

time lunch? What have do you

he TV? does What time watch

Practice © Young Digital Planet 2013

## Screen 5

**Key:** see below (random order)

|                               |  |                               |
|-------------------------------|--|-------------------------------|
| What time does school finish? |  | School finishes at 3 o'clock. |
| What time do you have lunch?  |  | I have lunch at 12 o'clock.   |
| What time does school start?  |  | It starts at 9 o'clock.       |
| What time does he watch TV?   |  | He watches TV at 6 o'clock.   |



22 School starts at nine o'clock. 5/7

Match.

|                               |  |                               |
|-------------------------------|--|-------------------------------|
| What time do you have lunch?  |  | School finishes at 3 o'clock. |
| What time does he watch TV?   |  | He watches TV at 6 o'clock.   |
| What time does school finish? |  | I have lunch at 12 o'clock.   |
| What time does school start?  |  | It starts at 9 o'clock.       |

Practice © Young Digital Planet 2013

## Screen 6

**Sam:** *What time do you have breakfast?*

**Tony:** *At 7 o'clock.*



22 School starts at nine o'clock. 6/7

Look and say.

What time do you have breakfast?  
At 7 o'clock.

Now it's your turn.

English to take away © Young Digital Planet 2013

Give the students the instructions for the Look and say activity.

1. Look at the picture and read the sentence.
2. Click on the audio and listen to the sentences.
3. Drag and drop the sentences into the correct speech bubble.
4. Say the sentences.

5. Repeat as many times as you want to.

Now it's your turn. This is a 'free practice' stage.  
The aim is personalisation.

Tell Ss to work in pairs and say sentences about their day.

Additional activity: Handout 1  
Cut the Handout and give out the cards.

### Handout 1



|              |    |     |                |
|--------------|----|-----|----------------|
| WHAT<br>TIME | DO | YOU | HAVE LUNCH?    |
| WHAT<br>TIME | DO | YOU | WATCH TV?      |
| WHAT<br>TIME | DO | YOU | GO TO SCHOOL?  |
| WHAT<br>TIME | DO | YOU | HAVE DINNER?   |
| WHAT<br>TIME | DO | YOU | DO HOMEWORK?   |
| WHAT<br>TIME | DO | YOU | FINISH SCHOOL? |

Ask students to work in pairs to put the words in the correct order to create questions.  
Then students ask each other and answer the questions.

## Additional activity: Handout 2

### Handout 2

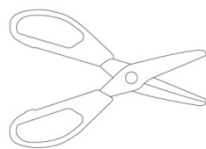
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| X | B | Z | Q | O | J | S | B | J | I | P | U | T | P | K |
| R | C | W | A | T | C | H | V | N | B | G | B | I | O | G |
| E | O | O | C | L | E | V | E | R | D | M | N | S | V | U |
| B | R | E | A | K | F | A | S | T | U | E | G | P | I | G |
| F | J | M | H | O | M | E | W | O | R | K | W | Y | E | E |
| H | V | J | K | H | K | B | I | P | J | Z | Z | D | F | M |
| A | P | Z | F | I | N | I | S | H | U | G | O | K | I | K |
| J | B | Z | U | N | Y | E | D | S | N | G | N | U | X | A |
| X | R | T | O | E | T | W | T | B | S | T | A | R | T | H |
| B | U | L | U | N | C | H | T | I | M | E | I | A | G | Y |
| O | W | J | C | Z | U | D | R | B | T | B | P | D | Q | Y |
| Y | G | L | J | C | B | D | I | N | N | E | R | I | R | J |
| Q | P | A | H | O | M | E | G | H | N | R | C | U | G | Y |
| W | Q | J | N | L | U | S | J | D | W | S | O | X | N | V |
| G | G | T | G | U | W | I | K | F | N | Q | O | H | U | D |

LUNCHTIME  
 BREAKFAST  
 DINNER  
 FINISH  
 START  
 HOMEWORK  
 CLEVER  
 WATCH  
 HOME

1. Give out handouts - one per each student (Handout 2).
2. Ask students to find the words in the word search.
3. With higher level students you may remove the wordlist.
4. You may also ask students to create sentences with the word found in the word search.

#### Key:

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| X | B | Z | Q | O | J | S | B | J | I | P | U | T | P | K |
| R | C | W | A | T | C | H | V | N | B | G | B | I | O | G |
| E | O | O | C | L | E | V | E | R | D | M | N | S | V | U |
| B | R | E | A | K | F | A | S | T | U | E | G | P | I | G |
| F | J | M | H | O | M | E | W | O | R | K | W | Y | E | E |
| H | V | J | K | H | K | B | I | P | J | Z | Z | D | F | M |
| A | P | Z | F | I | N | I | S | H | U | G | O | K | I | K |
| J | B | Z | U | N | Y | E | D | S | N | G | N | U | X | A |
| X | R | T | O | E | T | W | T | B | S | T | A | R | T | H |
| B | U | L | U | N | C | H | T | I | M | E | I | A | G | Y |
| O | W | J | C | Z | U | D | R | B | T | B | P | D | Q | Y |
| Y | G | L | J | C | B | D | I | N | N | E | R | I | R | J |
| Q | P | A | H | O | M | E | G | H | N | R | C | U | G | Y |
| W | Q | J | N | L | U | S | J | D | W | S | O | X | N | V |
| G | G | T | G | U | W | I | K | F | N | Q | O | H | U | D |



# Handout 1

|              |    |     |                |
|--------------|----|-----|----------------|
| WHAT<br>TIME | DO | YOU | HAVE LUNCH?    |
| WHAT<br>TIME | DO | YOU | WATCH TV?      |
| WHAT<br>TIME | DO | YOU | GO TO SCHOOL?  |
| WHAT<br>TIME | DO | YOU | HAVE DINNER?   |
| WHAT<br>TIME | DO | YOU | DO HOMEWORK?   |
| WHAT<br>TIME | DO | YOU | FINISH SCHOOL? |

## Handout 2

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| X | B | Z | Q | O | J | S | B | J | I | P | U | T | P | K |
| R | C | W | A | T | C | H | V | N | B | G | B | I | O | G |
| E | O | O | C | L | E | V | E | R | D | M | N | S | V | U |
| B | R | E | A | K | F | A | S | T | U | E | G | P | I | G |
| F | J | M | H | O | M | E | W | O | R | K | W | Y | E | E |
| H | V | J | K | H | K | B | I | P | J | Z | Z | D | F | M |
| A | P | Z | F | I | N | I | S | H | U | G | O | K | I | K |
| J | B | Z | U | N | Y | E | D | S | N | G | N | U | X | A |
| X | R | T | O | E | T | W | T | B | S | T | A | R | T | H |
| B | U | L | U | N | C | H | T | I | M | E | I | A | G | Y |
| O | W | J | C | Z | U | D | R | B | T | B | P | D | Q | Y |
| Y | G | L | J | C | B | D | I | N | N | E | R | I | R | J |
| Q | P | A | H | O | M | E | G | H | N | R | C | U | G | Y |
| W | Q | J | N | L | U | S | J | D | W | S | O | X | N | V |
| G | G | T | G | U | W | I | K | F | N | Q | O | H | U | D |

LUNCHTIME  
BREAKFAST  
DINNER  
FINISH  
START  
HOMEWORK  
CLEVER  
WATCH  
HOME

| Friends 4<br>Lesson 23                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                              | <i>Is S stressed?</i> |                                                                                                                                         | Pronunciation    |                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Aims</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Noticing and producing 3rd person -s and -es on known verbs. | <b>Contents</b>       | <b>Grammar</b><br>Present simple 3rd person singular<br><br><b>Vocabulary</b><br><i>play the guitar, get (my) lunch, go to the door</i> | <b>Checklist</b> | Handout 1: Find someone who survey<br><br>Handout 2 – pair-work – dominoes (one set for a pair of students)<br><br>Pens and pencils<br><br>Scissors |
| Language Analysis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                              |                       |                                                                                                                                         |                  |                                                                                                                                                     |
| Pronunciation: the 3rd person ending could be pronounced in three ways: <ol style="list-style-type: none"> <li>1. When the base verb form ends in /s/, /sh/, /ch/, /z/, e.g. <i>watch – watches, finish – finishes</i>. Here the ending -es is pronounced as /z/ and is treated as a separate syllable.</li> <li>2. The ending is pronounced as /z/ after vowels e.g. <i>plays, sees, goes, does</i>.</li> <li>3. The ending is pronounced as <b>/s/</b> after (generally) a voiceless sound e.g. <i>laughs, talks, stops</i>.</li> </ol> |                                                              |                       |                                                                                                                                         |                  |                                                                                                                                                     |

# Procedure

## Warm-up Off the screens

1. Choose words (phrases) you want to revise (e.g. *homework, party, watch TV, get dressed*).
2. Ask a volunteer to come to the front.
3. Using your finger, "write" a chosen word/phrase on their back.
4. Ask your students to practise this exercise in pairs.

## Screen 2

**Alien 1:** *What does Robot do?*

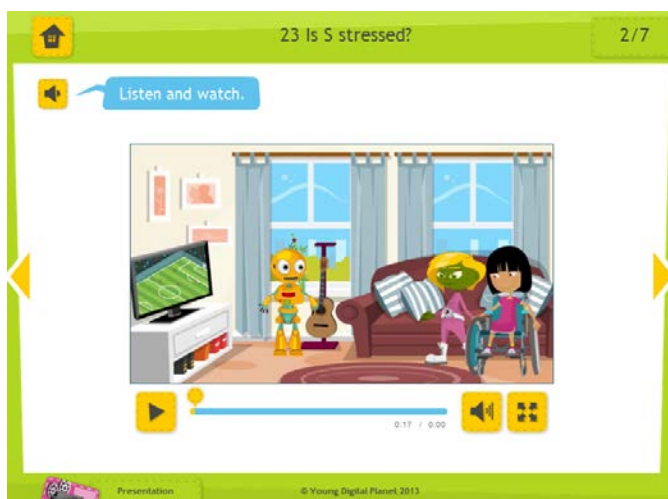
**Lucy:** *He does lots of things. Look...*

**Lucy:** *He plays the guitar...*

**Lucy:** *He watches TV.*

**Lucy:** *He goes to the door...*

**Lucy:** *and he gets my lunch!*



Exploit the scene by asking the Ss to describe what they can see. This will help students with pronunciation and meaning.

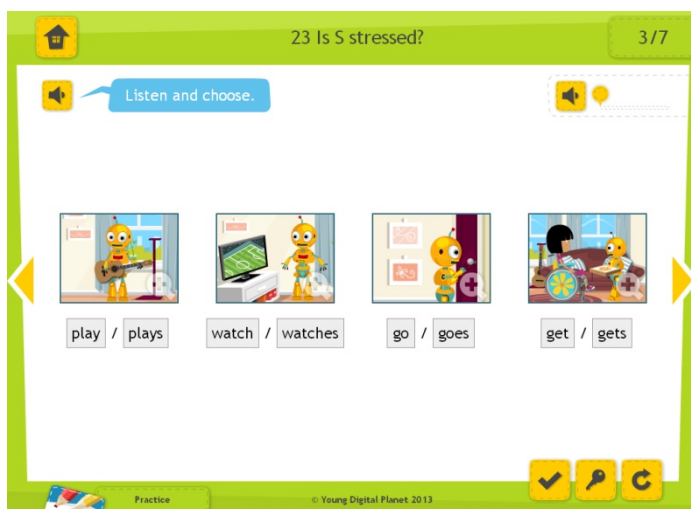
Note:

1. Show an action (e.g. *play tennis*) and ask the students *What do I do every Monday?* Make sure they answer using a full sentence: *You play tennis every Monday.*
2. Ask 3-4 students to come individually to the front of the classroom and mime the actions.
3. You may also ask questions about a student: *What does Anna do every Monday?*
4. With weaker students you may write down a list of actions for your students to mime.

## Screen 3

**Alien 1:** *What does Robot do?*  
**Lucy:** *He does lots of things. Look...*  
**Lucy:** *He plays the guitar...*  
**Lucy :** *He watches TV...*  
**Lucy:** *goes to the door...*  
**Lucy:** *and he gets my lunch!*

**Key: (from left to right)**  
**1** plays **2** watches **3** goes **4** gets



## Screen 4

Audio:  
*She goes to school.*  
*She finishes school.*  
*She watches TV.*

**Key:**  
**1** O: goes  
**2** Oo: watches, finishes




Students should repeat the sentences for practice.

Note: You may help your students with number of syllables by clapping your hands while counting the syllables.

## Screen 5

Audio:

does  
watches  
gets  
finishes  
plays  
starts  
jumps  
chooses

**Key:**

- 1 z: does,
- 2 iz: watches, finishes
- 3 s: gets, starts, jumps

|                                                                                              | z                                | iz                               | s                                |
|----------------------------------------------------------------------------------------------|----------------------------------|----------------------------------|----------------------------------|
|  gets     | <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> |
|  does     | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            |
|  watches  | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            |
|  starts   | <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> |
|  finishes | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            |
|  jumps    | <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> |

 23 Is S stressed?
5/7

 Listen and choose.



|                                                                                              | z                     | iz                    | s                     |
|----------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|
|  gets     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|  does     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|  watches  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|  starts   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|  finishes | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|  jumps    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |





 Practice
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## Screen 6

Audio:

go  
plays  
eats  
get  
does  
watches  
finish  
starts



Give the Ss these instructions for the Shooting game. The aim is to match written words with their sounds.

1. Look at the screen and read the words as they appear.
2. Listen and 'shoot' the words you hear. They will disappear from the screen.
3. Repeat until you have 'shot' all the words.

Now it's your turn. This is a 'free practice' stage. The aim is personalisation. Tell Ss to work in pairs and practise saying the words.

Have students work in pairs and make sentences using the verbs and checking the pronunciation of the final /s/ sound.

## Additional activity: Handouts

Give out Handout 1

### Handout 1

|                                      | me | student 1 | student 2 |
|--------------------------------------|----|-----------|-----------|
| 1. Do you play football?             |    |           |           |
| 2. Do you play basketball?           |    |           |           |
| 3. Do you play tennis?               |    |           |           |
| 4. Do you eat lunch at school?       |    |           |           |
| 5. Do you watch TV at home?          |    |           |           |
| 6. Do play computer games at school? |    |           |           |
| 7. Do you do homework at home?       |    |           |           |
| 8. Do you sing at school?            |    |           |           |

1. Ask students to answer the questions for themselves.
2. When they are ready, they should go around the classroom asking 2 more students and completing their grids.
3. Ask them to report on what their classmates said (speaking). This could be collated as a class survey on the board.
4. Students may also write sentences about their classmates on a separate piece of paper.

Optional activity: Handout 2 (pair-work)

## Handout 2



|                  |                   |                         |                          |
|------------------|-------------------|-------------------------|--------------------------|
| at home.         | I watch           | TV.                     | The school               |
| The robot        | goes to the door. | I do                    | my homework.             |
| dressed.         | He                | plays the guitar        | The robot                |
| You have         | music lesson.     | She plays               | basketball after school. |
| The party starts | after school.     | You sleep               | finishes at 12 o'clock.  |
| gets my lunch.   | We go             | swimming on Friday.     | I go                     |
| to sleep.        | I get             | breakfast at 9 o'clock. | I have                   |

Practise 1st and 3rd person present simple and play dominoes.

Instructions:

1. Students work in pairs.
2. Give them cut dominoes and ask them to put the words together to create correct sentences.
3. Finally they read their sentences.

e.g. *I watch TV. The school finishes at 12 o'clock. I have breakfast at 9 o'clock. The robot goes to the door. I do my homework. I go to sleep. I get dressed. He plays the guitar. The robot gets my lunch. We go swimming on Friday. You have music lesson. She plays basketball after school. The party starts after school.*

# Handout 1

|                                      | me | student 1 | student 2 |
|--------------------------------------|----|-----------|-----------|
| 1. Do you play football?             |    |           |           |
| 2. Do you play basketball?           |    |           |           |
| 3. Do you play tennis?               |    |           |           |
| 4. Do you eat lunch at school?       |    |           |           |
| 5. Do you watch TV at home?          |    |           |           |
| 6. Do play computer games at school? |    |           |           |
| 7. Do you do homework at home?       |    |           |           |
| 8. Do you sing at school?            |    |           |           |



## Handout 2

|                     |                      |                               |                                |
|---------------------|----------------------|-------------------------------|--------------------------------|
| at home.            | I watch              | TV.                           | The school                     |
| The robot           | goes to<br>the door. | I do                          | my<br>homework.                |
| dressed.            | He                   | plays the<br>guitar           | The robot                      |
| You have            | music<br>lesson.     | She plays                     | basketball<br>after<br>school. |
| The party<br>starts | after<br>school.     | You sleep                     | finishes at<br>12 o'clock.     |
| gets my<br>lunch.   | We go                | swimming<br>on Friday.        | I go                           |
| to sleep.           | I get                | breakfast<br>at 9<br>o'clock. | I have                         |

| Friends 4<br>Lesson 24                                                                                                                                                                                              |                                              | <i>My day.</i>  |                                                                                                                                                                                                                                                       | Skills           |                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------------------------------------------------------------------------------------------------------------|
| <b>Aims</b>                                                                                                                                                                                                         | Reading and talking about time and routines. | <b>Contents</b> | <b>Grammar</b><br>Present Simple – positive, negative sentences and questions<br><br><b>Vocabulary</b><br>Time expressions <i>at 6 o'clock, on Tuesday.</i><br>Everyday activities: <i>do homework, watch TV, play football, have a piano lesson.</i> | <b>Checklist</b> | 3 master handouts: text completion, class survey and sentence completion<br><br>Pens or pencils<br>Scissors |
| Language Analysis                                                                                                                                                                                                   |                                              |                 |                                                                                                                                                                                                                                                       |                  |                                                                                                             |
| <p><i>Got to go now</i> – it's quite common to omit the pronoun <i>I</i> while speaking or writing informal texts (while texting or using communicators)</p> <p><i>See you</i> could be contracted to <i>CU</i></p> |                                              |                 |                                                                                                                                                                                                                                                       |                  |                                                                                                             |

## Procedure

## Warm-up Off the screens

1. Write these expressions on the board: \_\_\_\_\_ *breakfast*, \_\_\_\_\_ *homework*, \_\_\_\_\_ *TV*, \_\_\_\_\_ *a lesson*, \_\_\_\_\_ *dressed*, \_\_\_\_\_ *to music*, \_\_\_\_\_ *book*.
2. Students work in pairs and complete the expressions with the correct verbs verbally.
3. With stronger students you may ask them to put the sentences into the 1st or 3rd person.

## Screen 2

**Lucy:** *Hi!*

**Kim:** *What are you doing?*

**Lucy:** *Homework. I do my homework after school.*

**Kim:** *And then do you watch TV?*

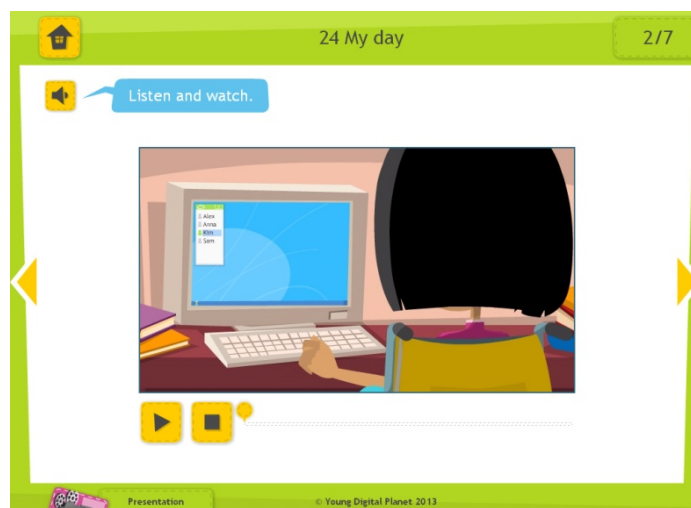
**Lucy:** *Yes. Or I play football. And what about you?*

**Kim:** *I have a piano lesson at 6 o'clock.*

**Lucy:** *Got to go now, it's dinner time.*

**Kim:** *See you at school!*

**Lucy:** *See you.*



Exploit the scene by asking the Ss to describe what they can see. This will help students with pronunciation and meaning.

Note: Have students watch the animation several times. Then ask them to work in pairs and practise reading the dialogue.

## Screen 3

**Key:** 1 do 2 watch 3 play 4 have



24 My day 3/7

Choose.

Lucy: Hi!

Kim: What are you doing?

Lucy: Homework. I [dropdown] my homework after school.

Kim: And then do you [dropdown] TV?

Lucy: Yes. Or I [dropdown] basketball.

And what about you?

Kim: I [dropdown] a piano lesson at 6 o'clock.

Lucy: Got to go now, it's dinner time.

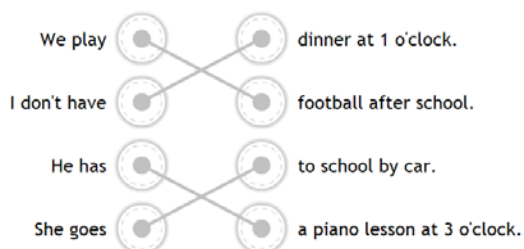
Kim: See you at school!

Lucy: See you :).

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## Screen 4

**Key:** see picture below (random order)




24 My day 4/7

Match.

He has dinner at 1 o'clock.

She goes a piano lesson at 3 o'clock.

We play football after school.

I don't have to school by car.

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## Screen 5

Audio 1: What time does Sam go swimming with Lucy?

Audio 2: What does Sam do on Tuesday?

Audio 3: What day does Sam do his English homework?

Audio 4: What does Sam do on Wednesday?

Audio 5: What time does Sam go to the park on Sunday?

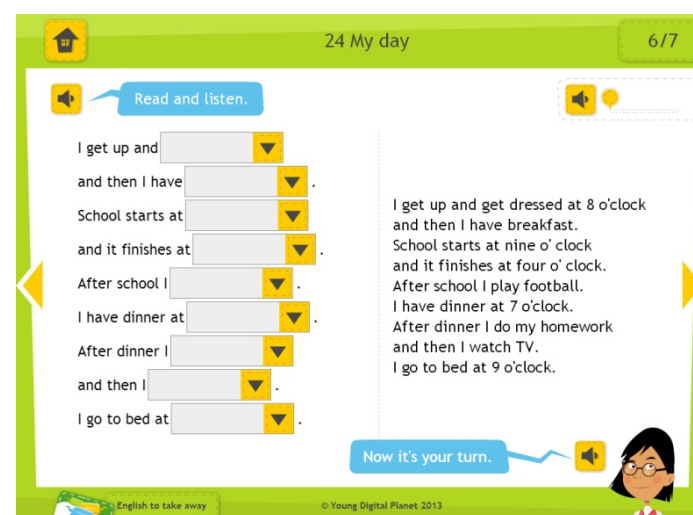
### Key:

- 1 At 5 o'clock.
- 2 He plays football.
- 3 On Thursday.
- 4 He has a guitar lesson.
- 5 At 10 o'clock.



## Screen 6

*I get up and get dressed at 8 o'clock and then I have breakfast. School starts at nine o'clock and it finishes at four o'clock. After school I play football. I have dinner at 7 o'clock. After dinner I do my homework and then I watch TV. I go to bed at 9 o'clock.*



Give the students the instructions for the Read and listen activity.

1. Look at the text.
2. Click on the audio and listen to the

sentence.

3. Choose the correct phrase from the suggested list.
4. Repeat as many times as you want to.

Now it's your turn. This is a 'free practice' stage. The aim is personalisation.

Tell Ss to work in pairs and say sentences about their day.

Optional activity

Complete the text from memory: Handout 1

### Handout 1

I get up and \_\_\_\_\_ dressed at 8 o'clock and then I have \_\_\_\_\_. School starts at nine o'clock and it \_\_\_\_\_ at four o'clock. After school I \_\_\_\_\_ football. I \_\_\_\_\_ dinner at 7 o'clock. After dinner I \_\_\_\_\_ my homework and then I \_\_\_\_\_ TV. I go to bed at 9 o'clock.

**Key:**

**See the audio above**

Note: Ask students to talk about their day. Use the model text from above.  
and/ or Ask students to write 6 – 7 sentences about their dream day. Use the screen above as a pattern.

Then they compare their descriptions in pairs and choose the most fantastic day.

Optional activity: Handout 2

## Handout 2

### Class survey

What time do you get up?.....

/have breakfast?.....

/go to school?.....

/watch TV?.....

/do homework?.....

/eat dinner?.....

/read a book?.....

/go to bed?.....

/play computer games?.....

Do / listen to the music or watch TV after school?.....

What / have for breakfast?.....

When / have a bath or a shower? .....

How / get to work (school / university)? .....

Where / have lunch? .....

What / do when you get home?.....

Practise asking questions about your daily routine.

### Instructions

1. Check before you start if there are any problems with asking the questions. Check the structure of the questions and drill them chorally and individually.
2. Students work in pairs.
3. They ask each other questions about their daily routine.
4. They should write their answers in the spaces provided.
5. Finally students may write a paragraph about their classmate (to practise 3rd person).

Optional activity: Handout 3

## Handout 3



### I. Complete with *Do* or *Does*.

1. \_\_\_\_\_ you go to school on Sunday?
2. \_\_\_\_\_ the robot get the lunch?
3. \_\_\_\_\_ he play the guitar?
4. \_\_\_\_\_ you eat breakfast at home?
5. \_\_\_\_\_ she play football?
6. \_\_\_\_\_ he go to bed at 9 o'clock?

### II. Circle the correct word.

1. I play/ plays football and then he do/ does homework.
2. She get up/ gets up and have/ has breakfast.
3. We have/ has lunch at school.
4. School start/ starts at 9 o'clock.
5. My English finish/ finishes at 11 o'clock.
6. You come/ comes home in the evening.

Practise grammar and ask the students to complete the handout.

### Key:

I. 1 Do 2 Does 3 Does 4 Do 5 Does 6 Does

II. 1 play, does 2 gets up, has 3 have 4 starts 5 finishes 6 come

## Handout 1

I get up and \_\_\_\_\_ dressed at 8 o'clock and then I have \_\_\_\_\_. School starts at nine o'clock and it \_\_\_\_\_ at four o'clock. After school I \_\_\_\_\_ football. I \_\_\_\_\_ dinner at 7 o'clock. After dinner I \_\_\_\_\_ my homework and then I \_\_\_\_\_ TV. I go to bed at 9 o'clock.

-----

## Handout 1

I get up and \_\_\_\_\_ dressed at 8 o'clock and then I have \_\_\_\_\_. School starts at nine o'clock and it \_\_\_\_\_ at four o'clock. After school I \_\_\_\_\_ football. I \_\_\_\_\_ dinner at 7 o'clock. After dinner I \_\_\_\_\_ my homework and then I \_\_\_\_\_ TV. I go to bed at 9 o'clock.

# Handout 2

## Class survey

What time do you get up?.....

/have breakfast?.....

/go to school?.....

/watch TV?.....

/do homework?.....

/eat dinner?.....

/read a book?.....

/go to bed?.....

/play computer games?.....

Do / listen to the music or watch TV after school?.....

What / have for breakfast?.....

When / have a bath or a shower? .....

How / get to work (school / university)? .....

Where / have lunch? .....

What / do when you get home?.....

## Handout 3



### I. Complete with *Do* or *Does*.

1. \_\_\_\_\_ you go to school on Sunday?
2. \_\_\_\_\_ the robot get the lunch?
3. \_\_\_\_\_ he play the guitar?
4. \_\_\_\_\_ you eat breakfast at home?
5. \_\_\_\_\_ she play football ?
6. \_\_\_\_\_ he go to bed at 9 o'clock?

### II. Circle the correct word.

1. I play/ plays football and then he do/ does homework.
2. She get up/ gets up and have/ has breakfast.
3. We have/ has lunch at school.
4. School start/ starts at 9 o'clock.
5. My English finish/ finishes at 11 o'clock.
6. You come/ comes home in the evening.