

18a *My week*

	morning	afternoon	evening
MONDAY			
TUESDAY			
WEDNESDAY			
THURSDAY			
FRIDAY			
SATURDAY			
SUNDAY			

18b My week

verb cards



<u>go</u>	<u>go</u>	<u>go</u>	<u>listen to</u>
<u>play</u>	<u>play</u>	<u>read</u>	<u>read</u>
<u>do</u>	<u>see</u>	<u>write</u>	<u>watch</u>

word cards



<u>to the cinema</u>	<u>for a walk</u>	<u>to work/school</u>	<u>music</u>
<u>tennis</u>	<u>football</u>	<u>a book</u>	<u>a newspaper</u>
<u>my homework</u>	<u>friends</u>	<u>letters</u>	<u>television</u>

My week Worksheets 18a and 18b

NOTE: Use Worksheets 18a and 18b for this activity.

ACTIVITY

Groupwork: speaking

AIM

To use verbs and other words and expressions to make sentences about what the students do at different times on different days of the week.

GRAMMAR AND FUNCTIONS

Present simple: negatives

Preposition of time: *on*

VOCABULARY

Days of the week

Routine activities

PREPARATION

Make one copy of Worksheet 18a (chart) for each group of three or four students. Make two copies of Worksheet 18b for each group of three or four students. Cut out two sets of verb cards and two sets of word cards for each group, keeping the verb cards separate from the word cards.

TIME

20 minutes

PROCEDURE

- 1 Ask the students to work in groups of three or four and give one copy of Worksheet 18a (chart) to each group.
- 2 Point to relevant parts of the chart and tell the class some of the things you do or don't do during the week.
For example:
I come to school on Monday morning.
I play squash on Wednesday evening.
I don't get up on Sunday morning.
I don't watch television on Saturday afternoon.
- 3 Now tell the students that they are going to talk about things they do and don't do during the week but that before they do that, you are going to give them some cards to help them.
- 4 Give each group two sets of verb cards. Ask them to shuffle the cards and to put them face down in random order on the chart. There should be one card for every square on the chart and three spares which can be discarded.
- 5 When they have done that, give each group two sets of word cards. Ask the students to shuffle them and to take an equal number of cards each.
- 6 Demonstrate the activity: the students now take it in turns to turn up any verb card on the chart, match the verb with one of the words or expressions on their cards and make a true sentence about what they do or don't do at that time on that day. For example, a student turns up the verb *play* on the square representing *Tuesday afternoon*, matches it with the word *football* and says:
I don't play football on Tuesday afternoon.
Or a student turns up the verb *watch* on the square representing *Saturday evening*, matches it with the word *television* and says:
I watch television on Saturday evening.
- 7 If the rest of the group agree that the sentence is correct, the student puts their word card on top of the verb and the next student repeats the activity. If a student cannot match one of their words or expressions with the verb on the chart, they miss a turn.
- 8 Tell the students that the object of the activity is to put down all their cards and the first student to do so is the winner.

OPTION

In procedure point 2, introduce adverbs of frequency. Students then add the appropriate adverbs of frequency when they do the activity.