



Different lives

Worksheet 20

ACTIVITY

Pairwork: speaking

AIM

To describe a typical day using pictures.

GRAMMAR AND FUNCTIONS

Telling the time

Present simple: *you, he, she*

VOCABULARY

Everyday activities

PREPARATION

Make one copy of the worksheet for each student in the class and cut the pictures out as indicated.

TIME

40 minutes

PROCEDURE

- 1 Ask the students to think about a typical day in their life. Ask them whether every day of the week is the same, and, if not, ask them to think of a particular day. Now explain that they are going to describe this typical day using pictures.
- 2 Give one set of pictures to each student in the class. Ask them to choose pictures which illustrate the activities they do in a typical day and to indicate when they do each activity by drawing the hands on the clock in each picture they have chosen.

Point out the two blank cards which the students can use to add any activities in their typical day which are not illustrated on any of the picture cards. They should write or draw the missing information on the blank cards.
- 3 When the students have finished, ask them to work in pairs. They should exchange picture cards without speaking to their partner yet. Ask the students to lay out their partner's pictures in order, according to the times on the clocks.

- 4 They then take it in turns to look at *their partner's* pictures and describe their partner's typical day.

For example:

Student A: *You get up at half past seven. You have breakfast at quarter to eight. You arrive at work at half past eight.*

- 5 When the students have finished exchanging information about their typical day, tell them to take *their partner's* picture cards and work with a new partner.
- 6 This time, they should lay out their original partner's picture cards in the correct order and describe his/her typical day to their new partner. Encourage them to use the target language.

OPTION 1

In procedure points 3 and 4, instead of asking the students to exchange cards and to describe their partner's typical day, you can ask the students to find the differences between their own and their partner's typical day. They do this by describing their own day and listening to their partner's typical day. They write down the differences.

For example:

I get up at 7.30 and Zainab gets up at 7.45.

I have lunch at home and she has a sandwich at school.

OPTION 2

In procedure point 3, instead of asking students to work in pairs, collect the students' cards, keeping them in separate piles, and ask each student to take one of the piles at random. They should describe the typical day they chose to a partner and guess whose day it is.

OPTION 3

You could do the same activity but, instead of asking the students to describe their own typical day, ask them to describe the typical day of another member of their family.

OPTION 4

You can also use these pictures to practise the simple past by asking the students to describe what they did yesterday.