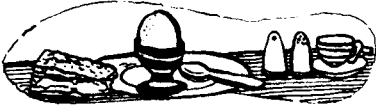













9 Habits

| | | You | Find someone with the same answer |
|----------------------------------|-------------------------------------------------------------------------------------|-----|-----------------------------------|
| What / eat for breakfast? |  | | |
| Where / read the newspaper? |  | | |
| When / listen to the radio? |  | | |
| What / watch on television? |  | | |
| What music / listen to? |  | | |
| Where / go for holidays? |  | | |
| When / go shopping? |  | | |
| What time / get up on Saturdays? |  | | |
| What sports / play? |  | | |
| What time / go to sleep? |  | | |
| When / relax? |  | | |
| How / relax? |  | | |

Habits Worksheet 9

ACTIVITY

Whole class: writing, speaking

AIM

To write about habits and routines and to find people in the class with the same habits and routines.

GRAMMAR AND FUNCTIONS

Present simple for habits and routines

Wh- questions

How do you ...?

3rd person singular

VOCABULARY

Routine activities

PREPARATION

Make one copy of the worksheet for each student in the class.

TIME

20 to 30 minutes

PROCEDURE

- 1 Give a copy of the worksheet to each student in the class.
- 2 Ask the students to write information about themselves in the column marked *You*. Tell them it is OK to leave a space next to any activities they don't do.
- 3 When they have done this, ask them to go round the class asking and answering questions to find people with the same answers. Make sure they know how to ask the questions. It is important to tell the students that they must ask one another questions, not read one another's worksheets.
- 4 When they find someone with the same answer in their *You* column, they put that person's name in the *Find someone with the same answer* column. It is important to tell the students that they can only put the same name twice. This is to encourage them to speak to as many different partners as possible. It is a good idea to introduce the short answer *So do I* as this is a natural response to finding someone with the same answer.
For example:
Student 1: *What do you eat for breakfast?*
Student 2: *Bread and jam.*
Student 1: *So do I.* (Students 1 and 2 write each other's names in the space provided.)
- 5 When one student has found a name for each of the topics on the worksheet, stop the activity.
- 6 As a follow-up, ask the students to report back, orally or in written form. You may also want to use the expression *so do I* for this part of the activity.
For example:
Petra eats bread for breakfast and so do I.
Stefano reads the newspaper at school and so do I.