

Main - Activity 1



WHAT DO YOU DO EVERY DAY?

TEACHER-STUDENT WORKSHEET

1. Expressing **'nearly, before, after'** when it comes to time

Draw four clocks on the board.

First clock

Call out a time and ask a student to draw it inside the first clock.

Second clock

Ask a student to draw any time in the second clock. Ask another student about the time that his/her classmate just drew.

Third clock

Introduce **'nearly, almost, before'**

Make sure that your clock indicates the minutes.

Draw the time to indicate 3 minutes to 5. Ask the students what the time is. Their answers can be:

'3 minutes to/before 5'

'Almost 5 o'clock'

'Nearly 5 o'clock'

Fourth clock

Introduce **'after, past'**

Make sure that your clock indicates the minutes.

Draw the time at 7 minutes past 5. Ask the students what the time is. Their answers can be:

'7 minutes past 5'

'after 5'

'past 5 o'clock'

2. Ask these questions randomly. The students must practice 'nearly, almost, after, just past'.

Example: 'I went to bed at almost 9 o'clock, etc.'

'When did you go to bed last night?'

'When did you have a tea break this morning?'

'When did you have dinner last night?'

'When did you get up this morning?'

'When did you get home from work yesterday?'

'When did you leave for work this morning?'

3. **What time is it now?** (Use 'nearly, almost, past, after')

Example: 'It is nearly 2 o'clock.'

'It is just after 2 o'clock.'

Ask these questions randomly.

4. **Precise time:** (Students need to give a precise time, i.e. 8 o'clock, nine-thirty, etc.)

'When does the department store open?'

'When do the supermarkets open?'

'When do they close?'

'When does your class start?'

'What time is your tennis lesson?'

'What time do you need to be at work?'

'What time is your doctor's appointment?'

Once you have introduced all times, pair the students and let them practice the conversations.