

4

# My day

Samir



09:00

Martin



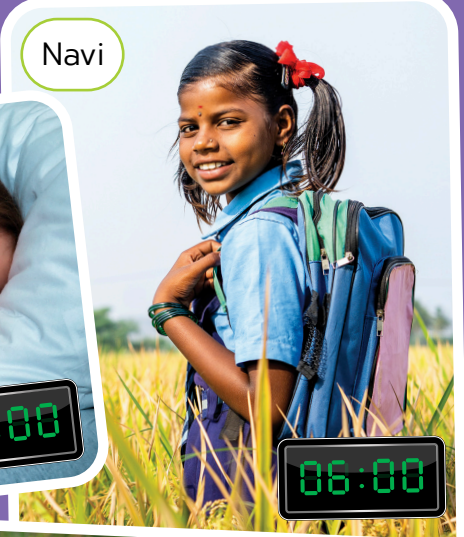
08:00

Sandy



02:00

Navi



06:00

Vicky



01:00

Johana



11:00

Angela



05:00

Paul



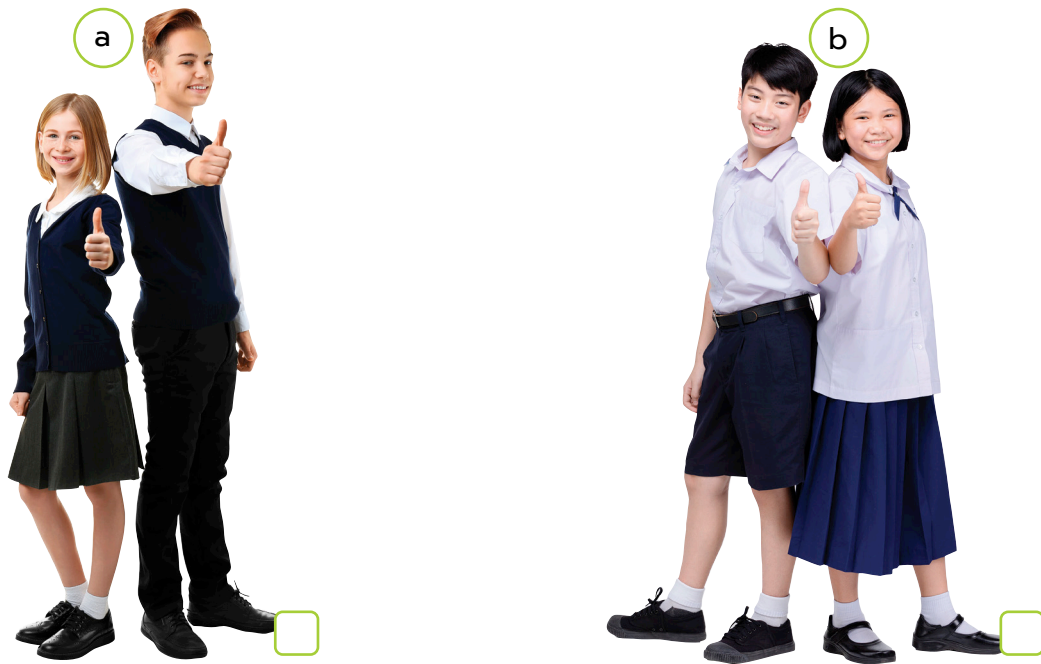
10:00


It's 9 o'clock. It's late!



Let's hurry up!

1 Listen and look. Then listen and tick (✓) Lisa and Mark's photo.  26



2 Listen again and circle.  26

- 1 Lisa and Mark are **friends** / **siblings**.
- 2 It's **hot** / **cold** today.
- 3 Lisa and Mark are wearing **skirts** / **shirts**.
- 4 Lisa isn't wearing **shorts** / **shoes**.

3 In pairs, look at the table and tick (✓). Then form sentences. 

What are they wearing?	Lisa	Mark
skirt		
shirt		
shorts		
black shoes		
white socks		

1 What time is it? Listen and match. Then listen and say.  27

1 It's three o'clock.

2 It's eight o'clock.

3 It's ten o'clock.

4 It's five o'clock.



2 Listen and number. Then say.  28



3 Listen and point. Then listen and say.  29



1 in the morning



2 in the afternoon



3 at night

4 Look, read and tick (✓).



a It's 8 o'clock in the morning.

b It's 8 o'clock at night.



a It's 1 o'clock at night.

b It's 1 o'clock in the afternoon.

1 Listen and point. Then listen and say. 30



1 get up



2 have breakfast



3 go to school



4 have lunch



5 go home



6 have dinner



7 go to sleep

Grammar Trip



Match.

have

go

- to school
- breakfast
- dinner
- to sleep
- lunch
- home

2 Listen and circle the actions Tom mentions. Then listen again and match. 31

On Saturdays, I...



- 1 get up
- 2 have breakfast
- 3 go to school
- 4 have lunch
- 5 go home
- 6 have dinner
- 7 go to sleep



3 In pairs, imagine you're Tom and describe your routine on Saturdays.

**1** Complete the text with the words from the box. Then number the photos.

home    afternoon    sleep    go    get up    twelve    night    o'clock

I'm Alex. I live in a big city. My brothers and I **1** \_\_\_\_\_ to school at one o'clock in the **2** \_\_\_\_\_. We have lunch at home at **3** \_\_\_\_\_. My brothers get up at eight **4** \_\_\_\_\_ in the morning but I **5** \_\_\_\_\_ at ten and I listen to music. Then I do my homework. We have classes all the afternoon and we go **6** \_\_\_\_\_ at six o'clock. My family and I have dinner at ten o'clock at **7** \_\_\_\_\_ and I go to **8** \_\_\_\_\_ late.




**Grammar Trip**

**Put the words in order.**

**1** in the morning    They    at eight o'clock    get up  
\_\_\_\_\_

**2** have dinner    at night    We    at ten o'clock  
\_\_\_\_\_



p37

**Play a memory game.**



**2** Complete about you. Then say.

- 1** I get up \_\_\_\_\_.
- 2** I go to school \_\_\_\_\_.
- 3** I have dinner \_\_\_\_\_.

I'm Sandy. I go to school...

At 2 o'clock in the afternoon.

1 How do you travel? Listen and point. Then listen and say.  32



1 by train



2 by bus



3 by scooter



4 on foot



5 by bike



6 by motorbike



7 by car

2 Listen and number. Then say.  33

a motorbike

b bus

c car

d train

3 Look and circle.



1 car / motorbike



2 bike / train



3 bus / train



4 scooter / motorbike

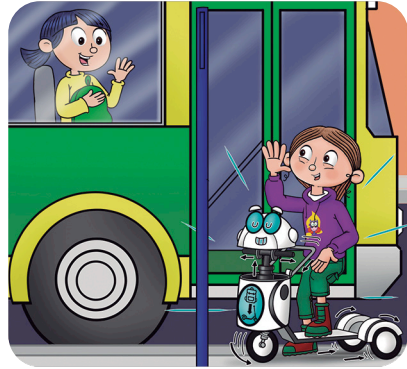


5 bike / scooter



6 bus / train


1 Listen and look. Then circle.  34



Cathy goes home by **bus** / **train** / **scooter**.

2 Listen again, read and number. Then say.  34

- Anna: Oh, the bus is here! I go home by bus.
- Anna: Do you go home by bus?
- Cathy: Bye, Anna! See you!
- Cathy: No, I don't. I don't go home by bus, I go...
- Cathy: No, I don't.
- Anna: Do you go home on foot?
- Anna: Wow!








### Grammar Trip

**Complete.**

\_\_\_\_\_ you go home by bus?

No, I \_\_\_\_\_. I \_\_\_\_\_ go home by bus.

3 Ask two friends. Put a tick (✓) or a cross (X). 

Do you go home by/on...?					
Friend 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friend 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 1 Match.

- |  |                          |                                   |
|--|--------------------------|-----------------------------------|
| 1 What's the weather like in your city/town? | <input type="checkbox"/> | a I go to school at 8 o'clock.    |
| 2 What time do you go to sleep?              | <input type="checkbox"/> | b I go home on foot.              |
| 3 Where do you live?                         | <input type="checkbox"/> | c It's cold and rainy in my city. |
| 4 What's your name?                          | <input type="checkbox"/> | d I'm 13 years old.               |
| 5 Have you got any brothers or sisters?      | <input type="checkbox"/> | e I go to sleep at 11 o'clock.    |
| 6 What time do you go to school?             | <input type="checkbox"/> | f I live in a big city in France. |
| 7 Do you go home on foot or by bus?          | <input type="checkbox"/> | g I've got two sisters.           |
| 8 How old are you?                           | <input type="checkbox"/> | h My name's Helen.                |

## 2 Write a paragraph using the sentences in Activity 1.

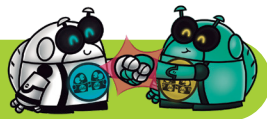
Hi! My name's...

## 3 Read the paragraph in Activity 2 again and tick (✓) the correct ID card.

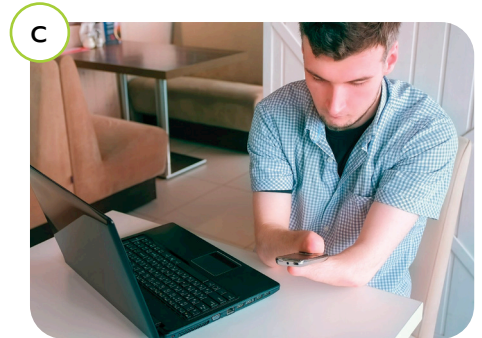
a	b	c
<b>ID CARD</b>	<b>ID CARD</b>	<b>ID CARD</b>
<b>Name:</b> Helen Stewart <b>Age:</b> eleven <b>School time:</b> classes in the afternoon <b>Brothers or sisters:</b> Max and Julie	<b>Name:</b> Helen Stewart <b>Age:</b> fourteen <b>School time:</b> classes in the morning <b>Brothers or sisters:</b> Paul and Henry	<b>Name:</b> Helen Stewart <b>Age:</b> thirteen <b>School time:</b> classes in the morning <b>Brothers or sisters:</b> Olivia and Julie
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4 Write about you. Use the text in Activity 2 as a model. 





1 Look, think and answer.



1 What type of disability have these students got?

Blindness

Deafness

Mobility impairment

2 Who needs...?

a Braille book

an adapted chair

a hearing aid

3 How is these students' routine different to yours?

4 How can you help these students inside and outside the classroom?



2 Think, discuss and write **Yes** or **No**.

1 Students with disabilities don't go to school. \_\_\_\_\_

2 Students with disabilities need specific help. \_\_\_\_\_

3 Blind students don't go to school on foot. \_\_\_\_\_

4 Wheelchair users don't go home by bus. \_\_\_\_\_

5 Students with disabilities can practise sports. \_\_\_\_\_



# Imagine and talk about your ideal routine.

## Instructions

- 1 Think of an ideal place to live and your ideal routine. Use this guide.

•	Where do you live? (Name of the country and name of the city/town)			
•	What time do you...?		Do you go to school by/on...?	
•	• get up	• go home	• bus	• bike
•	• have breakfast	• have dinner	• train	• car
•	• go to school	• go to sleep	• foot	• motorbike
•	• have lunch		• scooter	

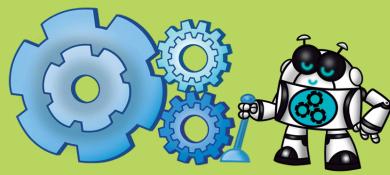
- 2 Use the information in Step 1 to write a paragraph. Include negative sentences, as well. Use these sentences as a guide to start your text.

*I live in Santander, a city in Spain. I get up at 11 o'clock and I don't have breakfast. I have lunch at...*

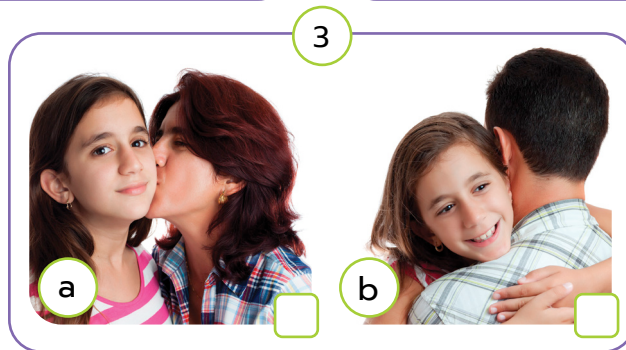
- 3 Present the information orally. Use images and captions to organize your speech. Rehearse your presentation several times.



**Tip!** Be creative to attract your audience!



1 Listen and look. Then listen and tick (✓) the correct photos. 35



2 Listen again, circle and complete. Then say the poem. 35



My days are busy, my days are **1 long / short!**

I get up early, at **2** \_\_\_\_\_ o'clock.

I brush my hair and **3 put on / take off** my clothes,

I don't have breakfast, it's time to go!

The **4 bus / train** is here, let's go to school.

I study hard, my teacher is cool.

At **5** \_\_\_\_\_ o'clock, it's time for lunch.

I meet my **6 pets / friends** and we have fun!

At **7** \_\_\_\_\_ o'clock, I say goodbye.

I go home and see my **8 dad / mum**.

We have dinner and we chat.

I go to sleep at **9** \_\_\_\_\_ at night.






1 Read and point to Sandy in the photo. Then answer.

BLOG

News ▾
Families ▾
Schools ▾
Teachers ▾

SEARCH

## Sunny Winter Ski School



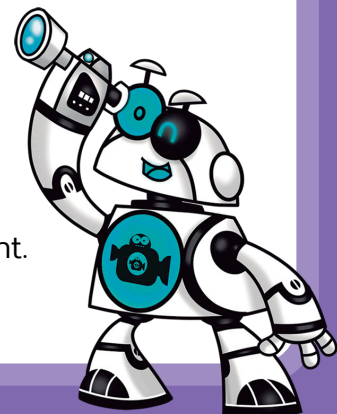
Hi, I'm Sandy! I go to Sunny Winter Ski School. I have classes from December to February. I've got 29 classmates. In this photo, I'm with Carol. I'm wearing yellow trousers and she's wearing blue trousers. This is a typical day at my school: We sleep here from Mondays to Fridays. We get up at seven o'clock and we have breakfast. At eight, we go to the mountain by bus.

We ski from nine to eleven o'clock. At twelve o'clock, we have lunch at a restaurant. Then we go back to school on foot. At three, we watch TV and play football at the school. Then we sing and play the guitar. It's great fun! We have dinner at eight o'clock and then we go to bed. We're very tired at night! Do you want to learn how to ski? This is the perfect place. Come and join us!

- 1 What's the name of the school?
- 2 Do students sleep at school every day?
- 3 Do students have classes in the afternoon?
- 4 Do you like the typical day at this school? Why?

2 Read again and complete.

- 1 There are \_\_\_\_\_ students in Sandy's class.
- 2 Students \_\_\_\_\_ at 7 o'clock in the \_\_\_\_\_.
- 3 At 8, they go to the \_\_\_\_\_ by \_\_\_\_\_.
- 4 From 9 to 11 o'clock in the morning, they \_\_\_\_\_.
- 5 They don't \_\_\_\_\_ at the school. They go to a restaurant.
- 6 In the \_\_\_\_\_, they sing and play the \_\_\_\_\_.



1 Read and draw.



1 It's seven o'clock.

2 It's eleven o'clock.

3 It's five o'clock.

4 It's three o'clock.

2 Look and write. Then say.

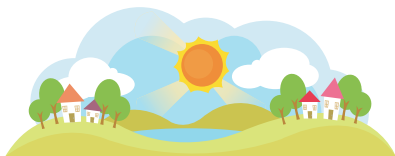


1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

3 Look and complete.



1 It's 9 o'clock in \_\_\_\_\_.



2 It's 5 o'clock \_\_\_\_\_.



3 It's 10 o'clock \_\_\_\_\_.

4 Look and write.

have breakfast    go to school    have dinner    get up    have lunch    go to sleep



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_

5 Look, circle and complete.



1 I / We / They \_\_\_\_\_ at  
1 o'clock in the \_\_\_\_\_.

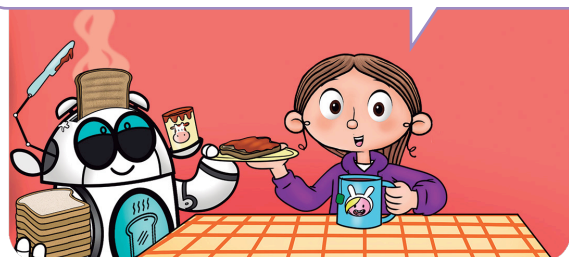


2 I / We / They \_\_\_\_\_  
at 11 o'clock at \_\_\_\_\_.

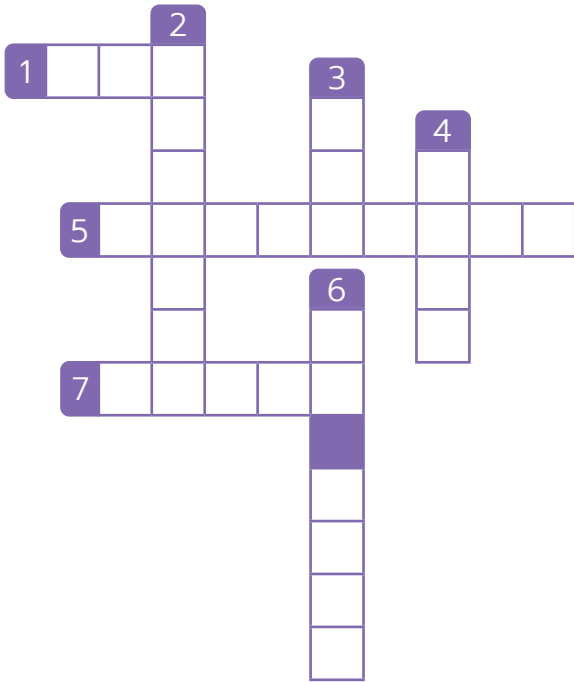
3 I / We / They \_\_\_\_\_ at  
8 o'clock in the \_\_\_\_\_.



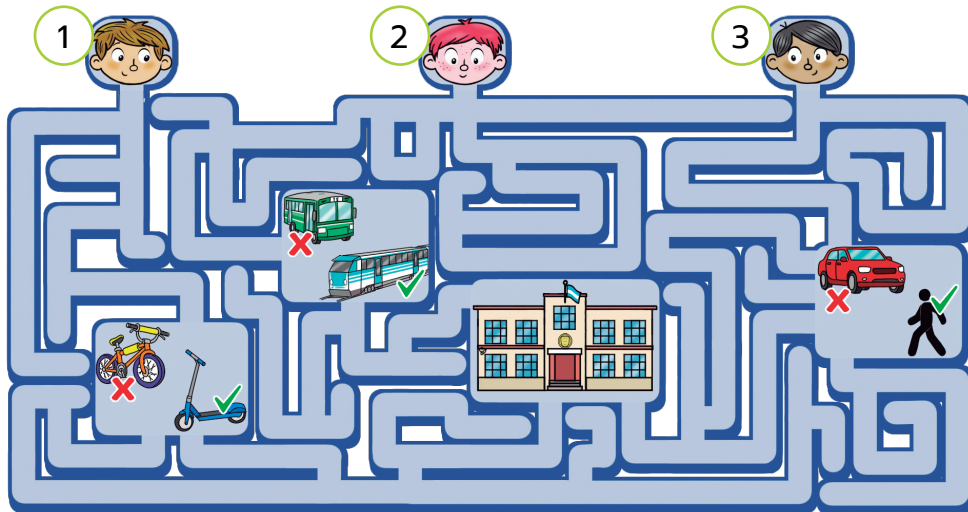
4 I / We / They \_\_\_\_\_ at  
7 o'clock in the \_\_\_\_\_.



6 Look and write.



7 Follow the path and write a negative and an affirmative sentence.



1 I don't go to school by \_\_\_\_\_. I go by \_\_\_\_\_.

2 I don't \_\_\_\_\_. I \_\_\_\_\_.

3 \_\_\_\_\_.

## 8 Complete with the words from the box.

Luciano and Vera      dinner      Nina      1:00      Peru

Name: \_\_\_\_\_

Country: \_\_\_\_\_

Brothers or sisters:

\_\_\_\_\_

My routine:

10:00 get up

11:00 breakfast

\_\_\_\_\_ go to school (by train)

2:00 lunch at school

5:00 back home

9:00 \_\_\_\_\_

## 9 Look at Activity 8 again and complete.



Hi, my name's 1 \_\_\_\_\_. I'm from 2 \_\_\_\_\_.  
 I've got two siblings, Luciano and 3 \_\_\_\_\_. They go to  
 school in the morning, but I go at 4 \_\_\_\_\_ in the  
 afternoon. I go by 5 \_\_\_\_\_. I don't 6 \_\_\_\_\_ early.  
 I have breakfast at 7 \_\_\_\_\_. At two o'clock,  
 I 8 \_\_\_\_\_ at school. At five, I 9 \_\_\_\_\_.  
 I have dinner with my family at 10 \_\_\_\_\_ at night.

## Exit Ticket

Write. Then answer about you.

1 Do you go to school on foot?

\_\_\_\_\_

2 Do you go to school by bus?

\_\_\_\_\_

