

Every Day

Topic: Common verbs / times of day / daily routine

Level: E1 / Access 2 / CEFR A1

Time: 2 hours

Aims

- To develop students' ability to listen to a story and extract key information
- To develop students' understanding and spelling of common everyday verbs, e.g. *go to bed, work, want* etc.
- To build confidence in the use of prepositions of time
- To build accuracy when forming present simple statements
- To develop learners' visual literacy.

Introduction

This lesson tells the story of a man's everyday life, but presents it backwards. The learners watch a video of the story and then complete activities which check comprehension and practise vocabulary, sentence structure and prepositions of time. There is also a version of the story for you to print and make into a book, and use as a class reader or for learners to read at home.

You will need:

- Interactive whiteboard or projector to display the online module
- **Worksheet p1** (pic) displayed on whiteboard
- Red and green traffic light cards for each learner
- **Worksheet p2** (pics and sentences cards), one set per pair
- **Worksheet p3** (sentence cards) 1 set per pair
- Multiple pairs of scissors
- **Worksheet p4** (common verbs word cards), one set per pair (there are two sets per page)
- **Worksheet p5 – 8** (reader) made into a booklet for as many learners as you want to have a copy

Procedure

Warmer (5 mins)

- Show the picture on **Worksheet p1** and elicit what the man is doing (going to bed).
- Tell the class what time you go to bed, adding any interesting information, e.g. it's early because you get up early to walk the dog, or it's late because you work late.
- Invite learners to share with the group what time they go to bed and why.

Task 1 – Video presentation and prediction (10 mins)

- Tell the class they are going to watch a video of the man describing his everyday life.
- Play the video on the first slide, pausing after the question, "Why do you go to bed at ten o'clock in the morning?" and eliciting possible reasons. Note: sometimes the

answer is already being drawn as the question is asked, so you may need to pause earlier and ask the question yourself.

- Use finger highlighting¹ to guide learners to produce accurate sentences as they make their predictions.
- Play the answer, pausing to help with any unknown vocabulary.
- Continue playing, pausing and eliciting predictions in this way for the rest of the video.

Task 2 – True / False (5 mins)

- Show **questions 1-5** one by one.
- For each slide ask learners to hold up a green card for 'yes' and a red card for 'no'.
- Play extracts from the video again, if necessary.
- Invite a volunteer to come to the board and click on the agreed answer.

Task 3 – Speaking - telling the story (5 mins)

- Play the video again without pauses and invite learners to join in on the repeated sections when they feel confident.
- Pause the video so that the final scene of all the activities in a ring is shown.
- Put learners into pairs and ask them to retell the story using the picture prompts, either going clockwise through the images with one of the pair asking the 'why?' questions, or anti-clockwise giving the complete story.
- Invite confident pairs / individual volunteers to retell the story to the class.

Differentiation: Pair weaker learners with stronger learners and ask the weaker learner to ask the 'why' questions; monitor and support as necessary.

Task 4 – Reading - matching (10 mins)

- Hand out the sentences and pictures from **Worksheet p2**, one set per pair.
- Ask pairs to match the sentences with the pictures.
- Show **questions 6 and 7** and invite volunteers to match the sentences and pictures.
- Use the completed slides for choral and individual reading.

Alternative: You might want to do this as a mingle activity. Give one card to each learner and they have to find the learner who has the sentence or picture to match their card.

Task 5 – Reading- sequencing (5 mins)

- Give pairs the cards from **Worksheet p3** and ask them to put them in order to reconstruct the story.
- Ask a volunteer / nominate a learner to come to the whiteboard and drag the sentences into order on **question 8**.

Task 6 – Word order (10 mins)

¹ **Finger Highlighting:** Hold up your left hand with fingers spread out. Touch each finger with your right hand, starting with the thumb, saying one word per finger. Stop on the word where there's an error to indicate an error, draw two fingers together to show a contraction or point to the space between fingers to show something is missing.

- Ask pairs to cut the first sentence into words and jumble them up.
- Ask the pairs to put the words in order to reconstruct the sentence, and check with the cards from **Task 4**.
- Do the same with the rest of the sentences, except the last one.
- Show **questions 9-14** in the online module and invite someone from each pair to come to the board and drag and drop the words to make the sentence.

Differentiation: Pair weaker learners together to reorder sentences one at a time and pair stronger learners together to reorder two, three or four sentences at a time.

Task 7 – Common verbs (5 mins)

- Show **question 15** and give pairs the word cards from **Worksheet p4**.
- Give the pairs a couple of minutes to decide which word goes in which gap.
- Go through the sentences one by one and ask the learners to hold up the word card they think goes in the gap.
- Drag and drop the correct word into the gap, or ask a volunteer to do this.

Alternative: If you feel there are enough card-based activities already, pairs could write their answers on a piece of paper and give their answers verbally on a mini whiteboard.

Task 8 – Prepositions of time (10 mins)

- Elicit which preposition is used with which time of day.
- Show the next slide for learners to check their ideas.
- Show **question 16** and go through the sentences, asking the learners to stand up if they think 'in' should go in the gap, and sitting down if they think it should be 'at'.

Extension: Stand in a circle. Throw the toy to a learner and say, for example, 'the afternoon'. The learner throws it back and says, 'in the afternoon'. Throw the toy to other learners giving different times of day and times.

Task 9 – Dictation (15 mins)

- Play the videos on **questions 17-22** and ask the learners to write the sentences.
- They can copy some of the words from the slides, or for an extra challenge you can turn off the projector so they have to write the whole sentence.
- Ask the learners to check with a partner and then with the cards from **Task 4**.

Task 10 – Personalisation (15 mins)

- Show **questions 23-24** and ask the learners to write their responses to the questions in complete sentences, making a text about themselves.

Cooler – Vocabulary game (10 mins)

Play 'Back to the Board'. Students are split into two teams. The first student from the first team sits with their back to the board. You write a word from today on the board. The first team describes the word until the student with their back to the board says the word. The second team says nothing at this stage. If the student gets the word their team gets a point.

Repeat with the second team and a different word. Continue until every student has had a turn.

Extension activities / Homework

- Give learners the book of the story to read at home.
- Mark the learners' stories using a correction code and ask them to self-correct errors next lesson. Then they could type their stories and find an illustration from www.elpics.com, and print for a class display.
- Complete the online module at home, to review.

