

NAME: _____

DATE: _____

Listen Again


Beginner-Elementary

DAILY ROUTINES



Part 1 – Getting Ready

- Ask two classmates about their daily routines. Write their answers in the spaces below.

	What time do you get up?	What time do you go to school/work?	What do you often eat for lunch?
Classmate 1			
Classmate 2			

Part 2 – Vocabulary Preview

- Complete the sentences below with the words in the box.

What's ... like?	Uh-huh	noon	board game
stuff	catch a bus	make sure	kick

- I have a soccer ball. Let's go kick it around in the park!
- Tell me about your new apartment. _____ it _____?
- A: Are you busy right now? B: _____, I have lots of work to do.
- My job starts at nine, so I usually _____ by 8:30.
- It's 11:57 now. It'll be _____ in just a few more minutes.
- Can you help me clear all the _____ off the table before dinner?
- Remember to lock the door. _____ you do it!
- Do you want to play a _____ called Monopoly?

Part 3 – Listening Comprehension

- Listen and choose the best answers.

- What time does Tom usually get up? **A.** 7:30 **B.** 7:00 **C.** 8:30
- When does Dad leave for work? **A.** 6:45 **B.** 7:30 **C.** 9:00
- What does Tom usually have for lunch? **A.** noodles **B.** sandwiches **C.** nothing
- How does Tom get to school? **A.** bus **B.** walk **C.** walk or bus
- When does Tom do his homework? **A.** at 3:00 **B.** before dinner **C.** after dinner
- What do Tom and Dad want to do now? **A.** go out **B.** watch TV **C.** play a game

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LISTEN AGAIN – DAILY ROUTINES

Part 4 – Listening, Spelling and Speaking Practice

- Listen again and write the missing words.

Dad So, hey Tom ... What's up? Tell me, now that we live in Vancouver, **(1)** _____ like? What do you do every day?

Tom Oh, nothing much

Dad What? Nothing much? Come on, tell me a little bit about what you do every day.

Tom You mean, like what time I get up every day, and **(2)** _____ like that?

Dad Yes! Exactly! Yes!

Tom Well, okay. I usually get up at ... I don't know. Maybe ... around 7:30 every morning.

Dad And that's why I don't see you in the **(3)** _____.

Tom Because you leave for work at 7:00, right? You're **(4)** _____ gone when I get up.

Dad **(5)** _____, that's right. I leave for work quite early, at 6:45. So what time do you leave for school?

Tom I **(6)** _____ the door at about 8:30. My first class starts at 9:00. I guess I'm lucky, because I **(7)** _____ take a bus to school, I can walk. It only takes about 20 minutes. I don't like taking the bus very much.

Dad That's **(8)** _____! But when it rains, do you still walk?

Tom No. Then I **(9)** _____ . And then it just takes a few minutes to get to school. It's not so far.

Dad And what time do you have lunch? You eat lunch **(10)** _____ ?

Tom Of course I eat lunch! I eat lunch at noon. I always eat with my friends, and I usually have **(11)** _____. My best friend, Omar, likes to eat rice. But we only have 20 minutes for lunch. It's not very much time.

Dad No, it's not. And then what time do you finish school?

Tom At three. And I'm usually home by three-twenty or three-thirty.

Dad And then, after you get home ...? What do you do then? Do you just sit on the sofa and watch TV?

Tom Well, no. Mom **(12)** _____ I finish my **(13)** _____ before we eat dinner. And after dinner, well, you know – the three of us play a **(14)** _____ together, or watch TV, ... or go out to the park to play.

Dad Hey, I've got an idea! We're already finished dinner. Let's go out to the park!

Tom And let's bring a ball to **(15)** _____ around!

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LISTEN AGAIN – DAILY ROUTINES

• ANSWERS

- Dad** So, hey Tom ... What's up? Tell me, now that we live in Vancouver, **(1) What's it** like? What do you do every day?
- Tom** Oh, nothing much
- Dad** What? Nothing much? Come on, tell me a little bit about what you do every day.
- Tom** You mean, like what time I get up every day, and **(2) stuff** like that?
- Dad** Yes! Exactly! Yes!
- Tom** Well, okay. I usually get up at ... I don't know. Maybe ... around 7:30 every morning.
- Dad** And that's why I don't see you in the **(3) mornings**.
- Tom** Because you leave for work at 7:00, right? You're **(4) already** gone when I get up.
- Dad** **(5) Uh-huh**, that's right. I leave for work quite early, at 6:45. So what time do you leave for school?
- Tom** I **(6) get out** the door at about 8:30. My first class starts at 9:00. I guess I'm lucky, because I **(7) don't have to** take a bus to school, I can walk. It only takes about 20 minutes. I don't like taking the bus very much.
- Dad** That's **(8) great!** But when it rains, do you still walk?
- Tom** No. Then I **(9) catch a bus**. And then it just takes a few minutes to get to school. It's not so far.
- Dad** And what time do you have lunch? You eat lunch, **(10) right?**
- Tom** Of course I eat lunch! I eat lunch at noon. I always eat with my friends, and I usually have **(11) sandwiches**. My best friend, Omar, likes to eat rice. But we only have 20 minutes for lunch. It's not very much time.
- Dad** No, it's not. And then what time do you finish school?
- Tom** At three. And I'm usually home by three-twenty or three-thirty.
- Dad** And then, after you get home ...? What do you do then? Do you just sit on the sofa and watch TV?
- Tom** Well, no. Mom **(12) makes sure** I finish my **(13) homework** before we eat dinner. And after dinner, well, you know – the three of us play a **(14) board game** together, or watch TV, ... or go out to the park to play.
- Dad** Hey, I've got an idea! We're already finished dinner. Let's go out to the park!
- Tom** And let's bring a ball to **(15) kick** around!

Listen Again
Topic: Daily Routines
Elementary Level (30 – 40 mins)



NOTES & ANSWER KEYS

Part 1 / Getting Ready (5-10 mins)

Have your students stand up and quickly interview two classmates and take notes in the spaces provided. Make sure they talk to classmates who are not seated near them.

After they finish, ask them to sit down and report their findings to a classmate seated next to them.

Answers will vary.

Part 2 / Vocabulary (10 mins)

Read aloud the words in the box and ask your students to repeat them after you for pronunciation practice. Elicit and discuss the meanings, paying particular attention to 'Uh-huh' ['yes']. Consider contrasting this with 'Uh-uh' ['no']. Mention that 'Uh-huh' and 'uh-uh' are common in spoken English, but not in written English.

Have your students complete the sentences, compare with a partner, and then elicit their answers and correct as a class.

1. kick
2. What's / like
3. Uh-huh
4. catch a bus
5. noon
6. stuff
7. Make sure
8. board game

Part 3 / Vocabulary (5-10 mins)

Read aloud the questions and the possible answers before playing the recording. Then, play the recording twice while your students listen and circle the best responses. Elicit and correct.

1. A (7:30)
2. A (6:45)
3. B (sandwiches)
4. C (walk or bus)
5. B (before dinner)
6. A (go out)

Part 4 / Listening, Spelling and Speaking Practice (10 mins)

Play the recording one more time while your students listen and fill in the missing words. Ask your students to compare their answers after they finish.

Ask your students to work in pairs and read aloud the dialog (one student is 'Tom' and the other is 'Dad'). Consider having a couple of volunteers perform the dialog for the class.

- | | |
|------------------|----------------|
| 1. What's it | 9. catch a bus |
| 2. stuff | 10. right |
| 3. mornings | 11. sandwiches |
| 4. already | 12. makes sure |
| 5. Uh-huh | 13. homework |
| 6. get out | 14. board game |
| 7. don't have to | 15. kick |
| 8. great | |