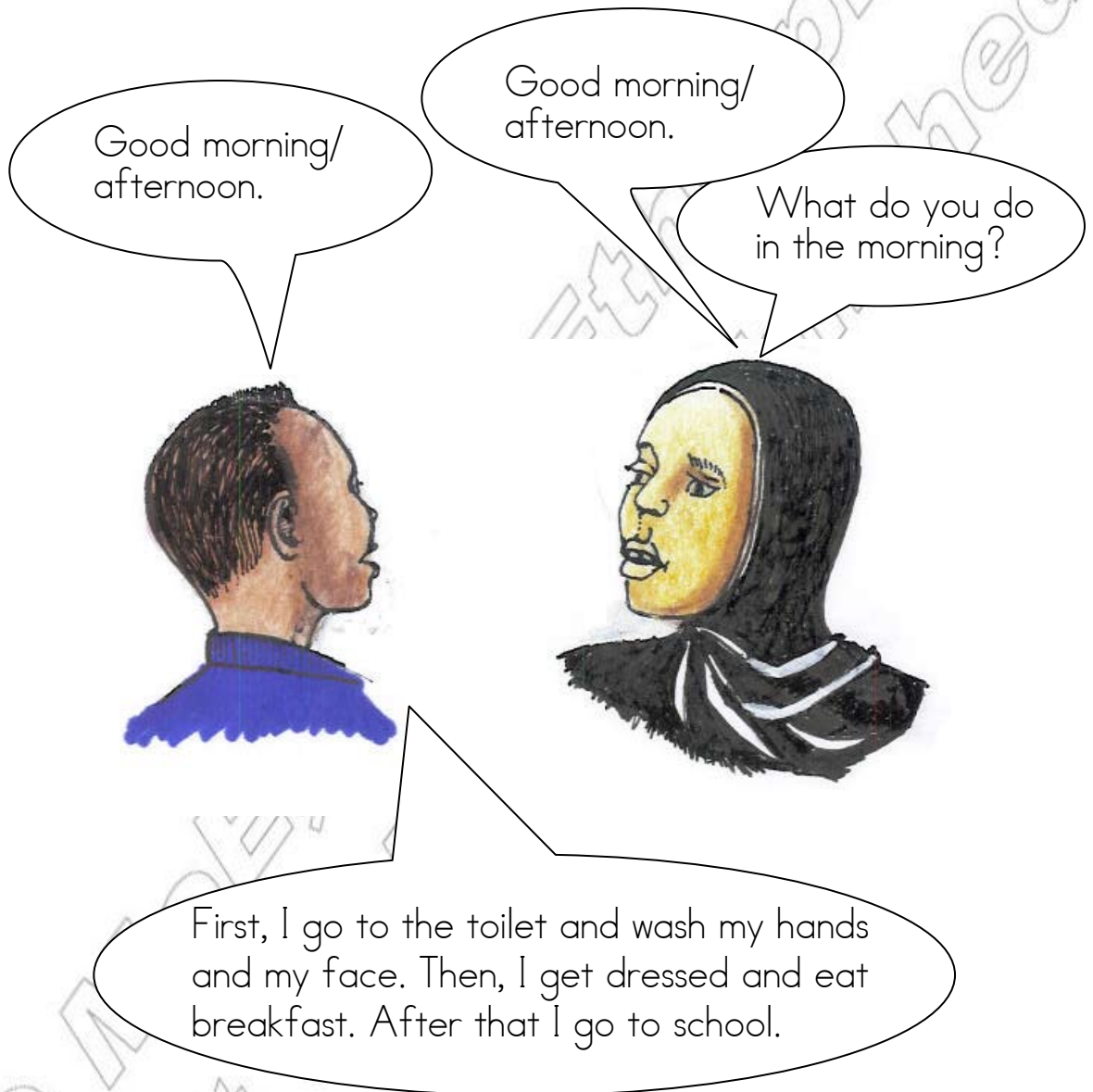


# UNIT 10: WHAT DO YOU DO EVERY DAY?

## LESSON ONE

### Activity 1

**Directions:** Study the pictures and practise reading the dialogue with a partner.



## Activity 2

**Directions:** Copy the gap words from the Word Bank into your exercise book and fill in the missing letters.

Word Bank – Gap Words			
1. w_sh	2. f_rst	3. br_sh	4. t_ _th
5. th_n	6. br_ _kf_st	7. t_ _l_t	8. n_ xt

## Activity 3

**Directions:** Copy the following phrases into your exercise book. Complete the instructions, using endings and beginnings from the Word Bank.

- Put on \_\_\_\_\_
- Drink \_\_\_\_\_
- Eat \_\_\_\_\_
- Wash \_\_\_\_\_
- \_\_\_\_\_ your hair
- \_\_\_\_\_ your bag
- \_\_\_\_\_ your teeth
- \_\_\_\_\_ to school

Word Bank – Instructions	
Endings	Beginnings
your breakfast	Carry
your clothes	Walk
your face	Brush
your milk	Comb

# LESSON TWO

## Activity 1

**Directions:** In a small group take turns miming morning activities for each other to guess.

## Activity 2

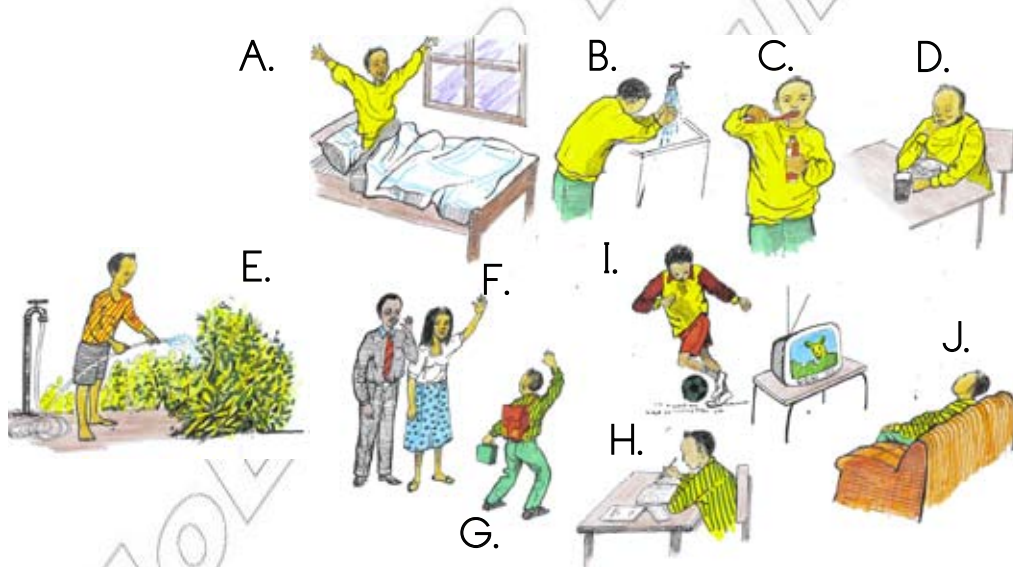
**Directions:** In the same small group, take turns miming afternoon and evening activities from the Word Bank for other students to guess.

Word Bank – Evening Activities		
fetch water	gather firewood	cook dinner
buy things from a shop	wash dishes	eat dinner
walk home from school	do homework	

## Activity 3

**Directions:** Copy the gap phrases into your exercise book. Match the pictures with the phrases.

**Example:** 1. D. eating breakfast.



- |                            |                        |
|----------------------------|------------------------|
| 1. ___ eating breakfast    | 6. ___ getting up      |
| 2. ___ washing hands       | 7. ___ going to school |
| 3. ___ watching TV         | 8. ___ brushing teeth  |
| 4. ___ watering the garden | 9. ___ saying goodbye  |
| 5. ___ playing football    | 10. ___ doing homework |

## Activity 4

**Directions:** Complete the following gap sentences with verbs (action words) from the Word Bank. Write the answers in your exercise book.

1. The first thing I do in the morning is \_\_\_\_\_.
2. Next, I \_\_\_\_\_ to the toilet.
3. Then, I \_\_\_\_\_ my hands and face.
4. After that, I \_\_\_\_\_ my uniform.
5. I \_\_\_\_\_ my breakfast.
6. Finally, I \_\_\_\_\_ good bye to my mother and father.

Word Bank – Verbs					
put on	wash	get up	go	eat	say

## LESSON THREE

### Activity 1

**Directions:** Write in your exercise book three **yes/no** questions and three **wh-** questions about routine activities to ask your partner. Read the questions to your partner using correct intonation. Your partner will answer your questions out loud.

## Activity 2

**Directions:** Study the pictures and discuss what is happening in each of them with a partner.



## Activity 3

**Directions:** Study the pictures above, as your teacher reads out loud the story, “Aisha.”

## Activity 4

**Directions:** In your exercise book write numbers 1–6. As your teacher reads the story, “Aisha” for the second time, write answers to the questions below. Compare your answers with a partner’s.

1. In what grade is Aisha?
2. What is the first thing Aisha does in the morning?
3. What does Aisha do before she washes her hands and face?
4. What does she wear to school?
5. What do you think Aisha eats for her breakfast?
6. What does she do after she gets her bag?



## LESSON FOUR

### Activity 1

**Directions:** Silently read the following dialogue between Tsehay and Gebre.

Tsehay	How often do you go to school?
Gebre	I always go to school from Monday to Friday.
Tsehay	Do you eat bread for your breakfast?
Gebre	Yes, I sometimes eat bread for my breakfast.
Tsehay	With whom do you play football?
Gebre	I usually play football with my friends.
Tsehay	What do you do in the evening?
Gebre	I sometimes study my lessons in the evening.
Tsehay	How often do you go fishing?
Gebre	I never go fishing.
Tsehay	Do you visit your grandparents on weekends?
Gebre	Yes, I sometimes visit my grandparents on weekends.
Tsehay	How often does your mother drink coffee?
Gebre	My mother usually drinks coffee in the evening.
Tsehay	Does your father help you with your homework?
Gebre	Yes, he always helps me with my homework.

### Activity 2

**Directions:** Practise reading the above dialogue with a partner, taking turns as Tsehay and Gebre.

### Activity 3

**Directions:** Find the frequency adverbs in the above dialogue. Write them in your exercise book. Compare your list with a partner's.

## Activity 4

**Directions:** Write five complete sentences in your exercise book using frequency adverbs from the Word Bank. Read your sentences to a partner.

**Examples:** I cook breakfast **every day** for my family.  
I **never** cook dinner.

Word Bank – Frequency Adverbs				
always	every day	usually	sometimes	never

## LESSON FIVE

### Activity 1

**Directions:** Write three **yes/no** questions in your exercise book to practise frequency adverbs about routine activities.

### Activity 2

**Directions:** Copy the sentences into your exercise book. Write the missing adjective in each gap. Use the Word Bank to help you.

**Example:** 1. The farmer works hard all day. In the evening, he is **tired**.

1. The farmer works hard all day. In the evening, he is \_\_\_\_\_.
2. I haven't eaten my breakfast. I am \_\_\_\_\_.
3. The weather is very hot. I am \_\_\_\_\_.
4. My father bought me a new jacket. I am \_\_\_\_\_.
5. Kebede has lost his book. He is \_\_\_\_\_.
6. There is a fox in the field. The goats are \_\_\_\_\_.



## Word Bank – Adjectives of Feeling

sad

thirsty

tired

happy

hungry

afraid

## LESSON SIX

### Activity I

**Directions:** Copy the table into your exercise book. Write the number of each sentence under the correct time of the day. One is done for you.

TIMES OF THE DAY			
Morning	Afternoon	Evening	Night
11			

1. I water the flowers after school.
2. I usually make my bed before school.
3. I watch TV until bed time.
4. My brother helps me with my homework.
5. My mother drinks coffee after breakfast.
6. My parents always go to bed late.
7. Our teacher says goodbye to us.
8. We play football after school.
9. I change out of my uniform and help my mother.
10. I sometimes read books after lunch.
11. My mother wakes me early every morning.
12. My mother tells me a bedtime story.

## Activity 2

**Directions:** Copy the time chart into your exercise book. Some activities are in the chart already. Complete it as you read the passage, “Halima’s Daily Routine.”

### Halima’s Daily Routine

Halima is my neighbour. She is a grade three student. She lives with her mother. She is an only child. In the morning she always cleans her bedroom. She makes her bed. She eats her breakfast. After breakfast she says goodbye to her mother and goes to school. In the afternoon she eats her lunch and plays with her friends during break time. When she comes home from school, she changes her clothes and then she usually helps her mother in the kitchen. In the evenings she does her homework, washes her feet, watches TV, eats her dinner and washes the dishes. At night she always studies for one hour before she goes to bed.

#### Time Chart

Times of the day	Halima’s Daily Routine
morning	cleans her bedroom
afternoon	
evening	
night	

## LESSON SEVEN

### Activity I

**Directions:** Copy the time chart from Lesson Six, Activity I into your exercise book. Silently read the story, “My Mother’s Daily Routine.” Complete the chart using information from the passage. Compare your chart with a partner’s.

### My Mother’s Daily Routine

My mother is an English language teacher in an elementary school. She is a busy mother. She always gets up at 6:00 a.m. She goes to the toilet and washes her hands and face. She prepares breakfast in the kitchen for the family. She changes out of her pyjamas and into her work clothes. She eats breakfast. Then she gets her bag and goes to work. She greets her friends and students.

In the afternoon she eats her lunch and drinks coffee. She teaches afternoon classes. When she finishes the last class, she says goodbye to her students and goes home. At home she changes her clothes and waters the garden. In the evening she prepares dinner and helps me with my school subjects. She eats dinner with the family, then she washes the dishes. She watches National and International News on TV. At night she prepares the next day’s lesson and goes to bed.

## Activity 2

**Directions:** In your exercise book answer the questions in complete sentences.

**Example:** 1. What does the mother in the story do before eating breakfast? She changes out of her pyjamas into her work clothes.

1. What does the mother in the story do before eating breakfast?
2. What kind of job does the mother have?
3. When does she wash the dishes?
4. Where does she prepare breakfast and dinner?
5. Do you think that the mother is tired at the end of the day? Explain your answer.
6. Does the mother have a lot of responsibilities? Explain your answer.

## LESSON EIGHT

### Activity 1

**Directions:** Listen as your teacher reads the story, “My Name is Ahmed.” Try to remember the activities Ahmed does each day and the order in which he does them.

### Activity 2

**Directions:** In your exercise book answer the questions below about the story. Check your answers by listening to the story again.

1. When does Ahmed get up?
2. With whom does he eat his breakfast?

3. How does Ahmed go to school?
4. When does he play with his friends?
5. What two things does Ahmed do in the afternoon?
6. What does he do before going to bed?

## LESSON NINE

### Activity 1

**Directions:** Read the “Mixed Up Story” silently. The activities are not in their correct order. In your exercise book rewrite the story, putting the activities in their correct order according to the times of the day.

### Mixed Up Story

Finally, I go to bed and sleep. I go to the toilet and wash my hands and face. In the afternoon, I eat lunch and teach the afternoon lessons.

I greet my students and start teaching. I eat my breakfast and go to school. I come back home and water the flowers in my garden. I change out of my pyjamas. In the evening, I wash my feet and eat my dinner. I always get up at 6 in the morning. I watch TV for the international and national news and prepare the next day’s lessons.

### Activity 2

**Directions:** Read your rewritten story to your partner. Are your stories the same?

## LESSON TEN

### Activity 1

**Directions:** Copy the following time chart into your exercise book and write your daily routines in the boxes according to the time of the day.

Time Chart

Times of the day	Activities
morning	
afternoon	
evening	
night	

### Activity 2

**Directions:** Share your time chart in a small group. Discuss your common daily routines.

### Activity 3

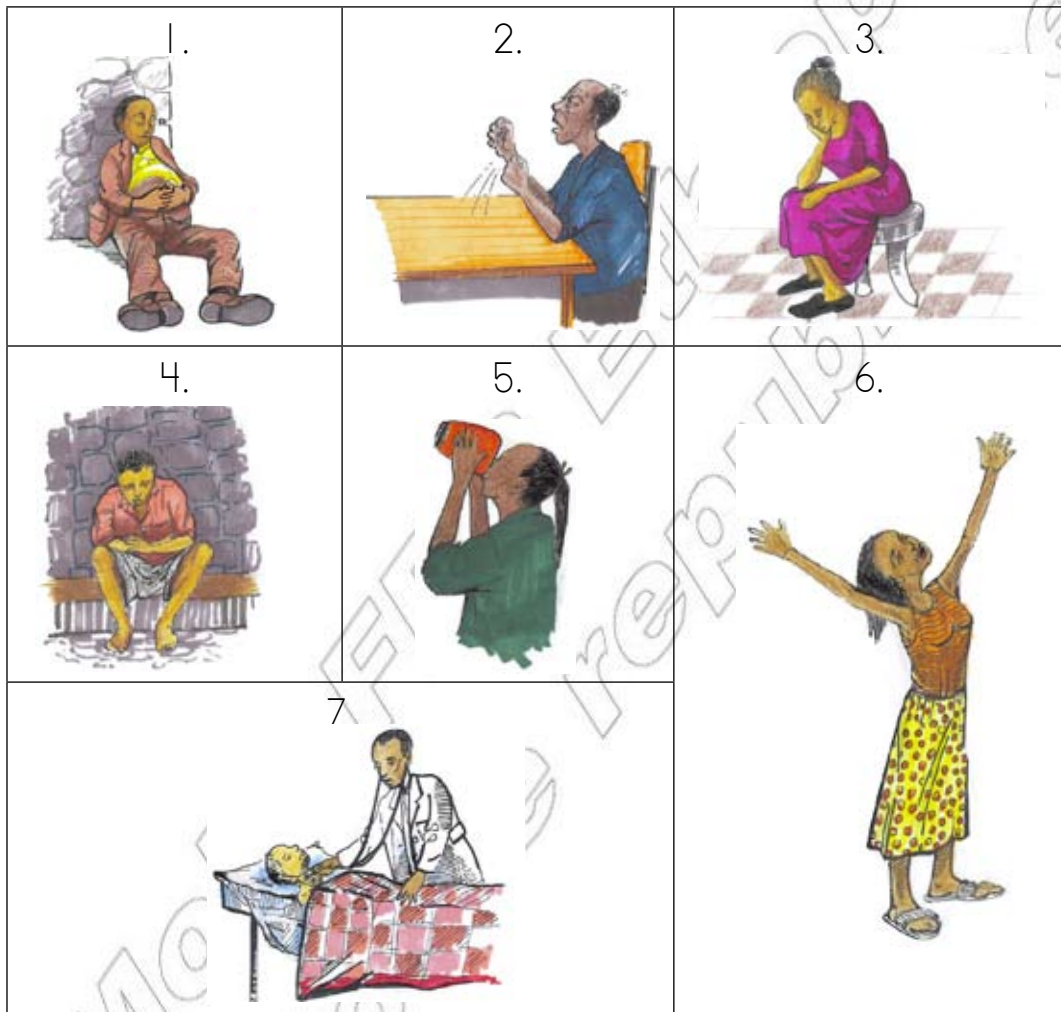
**Directions:** In your exercise book write five short sentences about the times your family members do routine activities. Read your sentences to a partner.

# LESSON ELEVEN

## Activity 1

**Directions:** Study the pictures carefully and take turns with a partner to say how each person feels using adjectives from the Word Bank.

**Example:** 1. He feels tired.



### Word Bank – Adjectives of Feeling

hungry	thirsty	happy	sick
sad	tired	angry	

## Activity 2

**Directions:** Copy the sentences below into your exercise book. Fill in the gaps with words from the Word Bank.

1. I am \_\_\_\_\_ and I need food.
2. I am thirsty and I need \_\_\_\_\_.
3. I am \_\_\_\_\_ and I need medicine
4. I am tired and I need \_\_\_\_\_.
5. My brother's bottle is empty. He is \_\_\_\_\_.
6. The baby is \_\_\_\_\_. He needs sleep.
7. Grandmother is sick. Please take her to the \_\_\_\_\_.
8. Father is hungry. We must cook \_\_\_\_\_ for him.

Word Bank – Gaps			
rest	clinic	thirsty	tired
dinner	water	sick	hungry

## Activity 3

**Directions:** Copy the questions into your exercise book and answer them.

**Example:** 1. How do you feel after a long journey?

Answer: I feel tired.

1. How do you feel after a long journey?
2. How do you feel when you get full marks for your tests?
3. How do you feel when somebody hurts you?
4. What do you need when you are hungry?
5. What do you need when you are tired?
6. What do you need when you are thirsty?



## LESSON TWELVE

### Activity 1

**Directions:** In a small group mime feelings for other students to guess.

### Activity 2

**Directions:** Match each of the sentences under Column A with a suitable sentence under Column B. Write the pairs of sentences in your exercise book.

**Example:** 1. c. A traveller tells me he is hungry.  
He needs bread.

Column A	Column B
1. A traveller tells me he is hungry.	a. They need water.
2. I am taking the goats to the river.	b. I feel happy.
3. My mother works for 15 hours.	c. He needs bread.
4. My brother takes my pen.	d. She feels sick.
5. All students pass the test.	e. I feel angry.
6. My father gives me a new pen.	f. She needs rest.
7. My sister is going to the clinic.	g. The teacher feels happy.

### Activity 3

**Directions:** Read the story, “Miss Furdosa’s Difficult Day,” with a partner. Count how many times you see an adjective of feeling in the story.

#### Miss Furdosa’s Difficult Day

Today, Miss Furdosa, the Kindergarten teacher, is having a very difficult day. Her assistant, Fakiha, is sick, so Furdosa must take care of all the children in her class alone.

First she plays a game with the children, but they say, “Teacher, we are tired.” Next she reads the children a story, but they say “Teacher, we are hungry.” Then she gives the children a snack, but they say, “Teacher, we are thirsty.” She takes the children to drink water, but they say, “Teacher we need to go to the toilet.”

In the afternoon, Furdosa takes all the children outside to play in the garden. At first they are happy, but then one child falls down and cries. The child says, “Teacher, I’m sad.” Furdosa comforts the child.

Furdosa takes the children back inside to rest, but they say, “Teacher, we aren’t tired.” She sings a song to the children until they all fall asleep. Furdosa rests too. She is very tired.

At the end of the day, Furdosa goes to Fakiha’s house. Fakiha says, “I am feeling better now. I will come to the Kindergarten tomorrow.” Furdosa smiles and says, “That’s good. I need your help.” She is very happy.

## Activity 4

**Directions:** Write short answers to the questions your teacher asks about the story.

# LESSON THIRTEEN

## Activity 1

**Directions:** Write five sentences in your exercise book using adverbs of frequency and five sentences using time expressions given below. Share your sentences in a small group.

### Word Bank – Adverbs of Frequency

always	usually	often	sometimes	never
--------	---------	-------	-----------	-------

### Time Expressions

in the morning	in the afternoon	in the evening	at night
on Monday	on Tuesday	on Wednesday	on Thursday
on Friday	on Saturday	on Sunday	

## Activity 2

**Directions:** In your exercise book make a Word Search Puzzle for your partner to solve. Follow your teacher's directions. Exchange your word search with your partner and solve it.



## Activity 3

**Directions:** Mime the feelings your teacher describes.