

13 I Usually Have Coffee and Toast

Adverbs of Frequency

Target patterns: Adverbs of frequency
What time do you . . . ?

Communication skills: Talking about daily routines
Talking about free time
Telling the time

Language sets: Always, usually . . .
Time
Daily routine words

Warm Up

Daily Routines

Have a natural conversation about daily routines. Ask the students about their routines, and also talk about yours. The students then do the activity in pairs or small groups. Encourage them to use questions like “What time do you usually have lunch?” or “What time do you usually go to bed?”

I Always Eat Out

The students can listen to the dialog, read it, or do both.

Anticipation questions

Is Andy a doctor?
Where does Sachiko travel?

Follow-up questions

What does Andy do?
What does Sachiko do?
What do you do?

Comprehension—Personalization

T: *Get up.*
S1: *Does Marc usually get up at six o'clock?*
S2: *No, he doesn't.*
What time does he usually get up?
S3: *At about eleven o'clock.*
What time do you usually get up?
S4: *I usually get up at seven o'clock.*

T: *Breakfast - eggs?*
S4: *Does he usually have eggs for breakfast?*
S5: *No, he doesn't.*
What does he usually have for breakfast?
S6: *He usually has coffee and toast.*
What do you usually have for breakfast?
S7: *I usually have*

Have the students make similar six-line dialogs about what they have for lunch and where they usually have dinner.

Personalization

The students ask each other about things they usually do. Possible questions include:

What time do you usually . . . ?
What do you usually have for breakfast, lunch . . . ?
Where do you usually have lunch, play tennis . . . ?

Warm Up

Daily Routine Puzzle

Write a word puzzle on the board. The words in the puzzle can be put together to make sentences about the daily routine of somebody the students know well. In pairs, groups or as a whole class, the students then make similar puzzles about themselves or somebody they know well.

What Do You Do in the Afternoon?

The students can listen to the dialog, read it, or do both.

Anticipation questions

Who are speaking on the telephone?
How is Marc?

Follow-up questions

Can Marc go to a movie with Sachiko?
Can Marc have dinner tonight?
Can you go to a movie tonight?

Comprehension—Personalization

T: *What does Marc do in the afternoon?*
S1: *He sometimes goes to the beach, and he sometimes goes to a recording studio.*
T: *You.*
S1: *What do you do in the afternoon?*
S2: *I*
T: *Your (brother)*
S2: *What does your brother do in the afternoon?*
S3: *He*

T: *What does Marc do after dinner?*
S4: *He usually practices with his band.*
T: *You*
S4: *What do you usually do after dinner?*

- S5: *I usually*
 T: *Your (sister)*
 S5: *What does your sister usually do after dinner?*
 S6: *She usually*

Personalization

The students ask each other similar questions to the ones in the dialog. They can also ask the same kind of questions about friends or family members.

Word Building

How Often Does He/She . . . ?

The students look at the pictures in turn and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

- I sometimes get up very late.*
I often eat Italian food.
I never work on Sunday.

Controlled Practice

A Superstar's Day

The students make sentences about each picture.

Sample answers

- She usually wakes up at ten o'clock.*
- She usually has breakfast at eleven o'clock.*
- She usually goes to sleep again at eleven thirty.*
- She usually gets up at five o'clock.*
- She usually goes to a party at eight thirty.*
- She usually goes to bed at four o'clock.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

- I usually wake up at about six o'clock.*
I usually have breakfast at about seven o'clock.
I usually go to bed at about eleven o'clock.

Warm Up

Five Sentences

Write *always, usually, often, sometimes, never* on the board. Make sentences with each of these words about a famous person. The students try to guess who the person is. They then do the same activity in pairs, groups, or as a whole class.

Is He Dangerous?

The students can listen to the dialog, read it, or do both.

Anticipation questions

- What time does he have lunch?*
When is he sometimes dangerous?

Follow-up questions

- What time does he have breakfast?*
What time do you have breakfast?

- What does he do in the afternoon?*
What do you do in the afternoon?

- What does he do in the evening?*
What do you do in the evening?

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

Personalization

Students choose famous people or animals and try to imagine their daily routines, using the pattern "*I think he/she/it usually*"

Communication Activities

A. Twenty Questions

One student imagines he/she has a different occupation. The others take turns to ask up to 20 *yes/no* questions to try and find out what the occupation is. The answers (except to final guesses) need to be qualified by an adverb of frequency (e.g. "*Yes, sometimes.*")

B. Famous People

One student thinks of a famous person. Teams take turns to make sentences about the person—each

sentence should include an adverb of frequency. The last team to make a sentence is the winner.

C. Housework

Each student has a table that is half filled with information about how much housework is done by some of the characters in the story. They exchange information and fill in the blanks in their tables by asking and answering questions. The students then exchange the same information about themselves.

Review Exercises

It is best if the students first write their answers individually. They can then do the exercises in pairs, groups, or as a class.

Sample answers

Role Play

- Clerk: *May I help you?*
 You: *1. Yes, do you have any sweaters?*
 Clerk: *How about this one? It's in fashion at the moment.*
 You: *2. It's very big.*
 Clerk: *Please try it on!*
 You: *3. It looks strange.*
 Clerk: *Oh! You look fantastic!*
 Sachiko: *4. How much is it?*

Clerk: *\$1,000.*

Picture Prompts

- He can play the saxophone.*
He can cook.
He can play soccer.
She's a doctor.
She's an artist.
He's a businessman.

Personal Record

Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words/patterns into flash/flip card software or write them down on flash/flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words/patterns.