

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_


**INTERVIEW** a “read-aloud-and-listen” activity

## **PRESENT SIMPLE: ‘Daily Routine’**

- *Your name is Mr. Miller. A TV news reporter just asked you to tell him about your daily routine. Read aloud your answer.*



Mr. Miller



Please tell me  
about your  
daily routine.

I'm an English teacher and I have a big family, so I have a very busy daily routine! First, I get up every day at six o'clock, get washed and dressed, and leave for work by seven-thirty. I get to school at eight o'clock. I prepare my lessons and then teach until noon. The other teachers and I always eat lunch and talk together in the teachers' room. I teach again in the afternoon and then I correct my students' homework and tests. After I get back home, I help my kids with their homework. I have three kids in elementary school. Their names are Mathew, Jon and Suzie. Then, I do some exercise, eat dinner with my family and watch TV before I go to bed at about ten o'clock. We love to watch travel shows. Finally, I read in bed for a few minutes before I fall asleep.

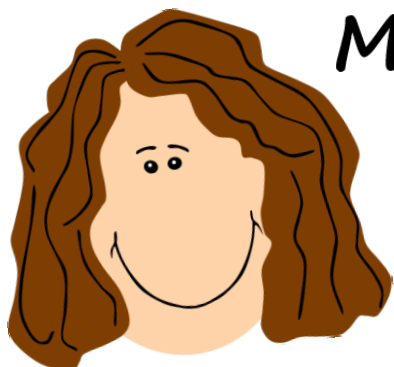
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**INTERVIEW** a “read-aloud-and-listen” activity

## **PRESENT SIMPLE: ‘Daily Routine’**


- *Your name is Ms. Lucy. A TV news reporter just asked you to tell him about your daily routine. Read aloud your answer.*



Ms. Lucy



**B**



Please tell me  
about your  
daily routine.

Well, I almost always get up very early, at about five-thirty. I get up early because I like to go jogging along the beach and watch the sun rise. Later, after breakfast, I go to work. I work in a bank near my home. I don't drive to work, I take a bus. It only takes about twenty minutes to get to work. After work, I like to go to my favorite bakery and buy some fresh bread. I get home between five o'clock and five-thirty. My husband Michael usually makes dinner because he loves to cook. In fact, he is a chef in a restaurant. His hobby is painting, and my hobby is growing flowers in our garden. We also have a pet dog called Wolfie. In the evenings we take Wolfie for a walk, and then get to bed by nine-thirty because we have to get up so early again the next morning.

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

Listen and answer.

**INTERVIEW with Mr. Miller**



1. What job does Mr. Miller have?  
Is he a busy person?

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2. What time does Mr. Miller get up every morning?

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3. Who does Mr. Miller have lunch with?

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4. What does he do after he helps his kids with their homework?

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5. What kinds of TV shows does he love to watch?

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

Listen and answer.

**INTERVIEW with Ms. Lucy**



1. Why does Ms. Lucy get up very early every morning?

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2. Where does Ms. Lucy work?

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3. How long does it take Ms. Lucy to get to work?

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4. What is Ms. Lucy's hobby?

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5. What does Ms. Lucy do in the evenings?

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**Aims** Listening and speaking practice (with present simple); practice reading aloud and taking notes

**Level** Beginner to Elementary

## ANSWER KEY

### INTERVIEW with Mr. Miller

1. (He is) an English teacher. (He is) very busy.
2. (He gets up) at six o'clock.
3. (He has lunch with) the other teachers.
4. (He) does exercise, eats dinner and watches TV.
5. (He loves to watch) travel shows.



### INTERVIEW with Ms. Lucy

1. (She likes to) go jogging and watch the sun rise.
2. (She works) in a bank.
3. (It takes her) about twenty minutes (to get to work).
4. (She likes) growing flowers (in their garden).
5. (She) takes her dog for a walk.



## ACTIVITY NOTES

- Because the interviewers must both listen and take notes at the same time, consider allowing them to write **incomplete sentences** (“notes”) on the question handout.
- Following the activity, you can elicit **complete sentences** and write them on the board – or have students volunteer to come up and write their sentences.
- Before the activity, it may be useful to write one or two phrases on the board asking for repetition or clarification – and practice them with your students.  
*For example: “Excuse me, could you repeat that?” or “Did you say ...?”*
- This activity works well as a lead-in to a less guided activity in which students interview their classmates (who supply real answers about themselves).