NAME: _____ DATE: ____

GRAMMAR WORKSHEET PRESENT SIMPLE



and SPELLING PRACTICE: "Daily Routine"

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•	Fill in the missing vowels: a	е	1	0	u

- **1.** K<u>**a**t**e**</u> h<u>**a**s <u>**a**</u> v<u>**e**</u>ry b_sy d__ly r__t_n_.</u>
- **2.** Sh__ lw_ys g_ts _p _t s_x _'cl_ck.
- **3.** Th_n, sh_ g_ts w_sh_d __nd dr_ss_d.
- **4.** __ft__r th__t, sh__ h__s br__ _kf__st.
- **5.** Th_n, sh_ dr_v_s t_ w_rk _t s_v_n.
- **6.** Sh_'s __ t__ch_r _t _c_ll_g_.
- **7.** Sh__ t__ch__s Sp__n__sh.
- **8.** __ft__r w__rk, sh__ g__ _s h__m__.
- $\textbf{9.} \ \, \text{Th}\underline{\hspace{0.5cm}} n, \quad \text{sh}\underline{\hspace{0.5cm}} \quad g\underline{\hspace{0.5cm}} s \quad \text{cycl}\underline{\hspace{0.5cm}} ng \quad w\underline{\hspace{0.5cm}} th \quad h\underline{\hspace{0.5cm}} r \quad k\underline{\hspace{0.5cm}} ds.$
- **10.** H_r h_sb_nd _s__lly g_ts h_m_ _t s_x.
- **11.** Sh__ __lw__ys h__s d__nn__r w__th h__r f__m__ly.
- 12. __ft__r th__t, th__y __ft__n w__tch TV t__g_th__r.
- **13.** S__m_t_m_s, th__y g__ f_r __ w__lk.
- **14.** Th_y l_k_ t__ t__lk __b__t th__r d_y.
- **15.** F__n__lly, sh__ g__s t__ b__d __t t__n.
- **16.** K_t_ l_v_s h_r d_ _ly r_ _t_n_.

GRAMMAR WORKSHEET

ALL Things Grammar

Grammar Focus Present Simple and Spelling ('Daily Routine') **Level** Intermediate

ANSWER KEY

1. Kate has a very busy daily routine.

2. She always gets up at six o'clock.

3. Then, she gets washed and dressed.

4. After that, she has breakfast.

5. Then, she drives to work at seven.

6. She's a teacher at a college.

7. She teaches Spanish.

8. After work, she goes home.

9. Then, she goes cycling with her kids.

10. Her husband usually gets home at six.

11. She always has dinner with her family.

12. After that, they often watch TV together.

13. Sometimes, they go for a walk.

14. They like to talk about their day.

15. Finally, she goes to bed at ten.

16. Kate loves her daily routine.

ACTIVITY NOTES

Consider having your learners completing this task in any of the following ways:

- Before distributing the handout, read aloud the sentences.
- Distribute the handout, then read aloud the sentences before your learners begin to write.
- Work on the handout together. Read aloud each line as you begin each numbered sentence.

For more advanced learners

- Have your learners complete the handout without listening to the sentences.
- Read aloud the sentences after most of your learners have completed the task.

Extension Activity

• Have your learners write about their daily routines.