

Teacher Notes: My Diary

Materials: My Diary template • pen/pencil

Language and Grammar: sports • activities • days of the week • present simple

Skills Focus: writing, speaking

Instructions:

1. Revise key vocabulary using flashcards and/or Total Physical Response (TPR).
2. Draw a diary on the board. Hold up a flashcard/do an action of a sport/activity and ask students to allocate this to a day.
3. Ask students *What do I do on Monday?* Students respond *You play tennis.* Repeat with another sport and ask the question to the class, groups and pairs.
4. Give each student a diary template and ask them to write or draw what sports/activities they do each day.
5. Students write sentences about what sports and activities they do in a week.

Grammar and vocabulary variations:

Me too: As a mingling activity, ask students to find someone who has the same activity on the same day as theirs. Students say *On Monday I go swimming.* If a student has the same activity for the same day they say *Me too!* Students with the most matches win.

Wh-questions: Use the diary for a speaking activity that focuses on wh-questions such as *What do you play on Saturday? Where do you go on Monday? What do you study on Tuesday?*

3rd person singular: Students can write about what their friend does using their friend's diary, e.g. *On Monday, she goes to school.*

Past simple: Students write in a diary every day for homework. At the end of the week they bring it into class. Use the diary to practice the past simple, e.g. *On Monday I went swimming. On Tuesday I ate pizza and studied English.* They can also write about their friend's week. Hint: Limit verbs to regular/irregular or high frequency.

Present Perfect: Elicit famous places in a city. Students make up an imaginary diary of places they visited on a week's holiday. Use the present perfect to form questions answers, e.g. *Have you seen Big Ben? Yes, I have.*

Adverbs of Frequency: Continue the diary for four weeks so students have approximately a month of activities. Use the activities to practice adverbs of frequency in a speaking or writing activity, e.g. *How often do you eat pizza? I hardly ever eat pizza.*

Vocabulary groups: Ask *How's the weather?* Elicit *Sunny!* Students draw a sun in their diary. Revise every day and at the end of the week. You can do the same activity with food, sports and so on. *What did you eat on Monday? Spaghetti.*

Parents:

Encourage your child to keep an English diary about what they do in and out of school and ask them simple questions. For example *Did you enjoy your swimming lesson? What day did you study science? What did you do yesterday?*

My Diary

Name _____

Date _____

Monday
Tuesday
Wednesday
Thursday

Friday
Saturday
Sunday

My Diary

Name _____

Date _____

Monday
Tuesday
Wednesday
Thursday

Friday
Saturday
Sunday