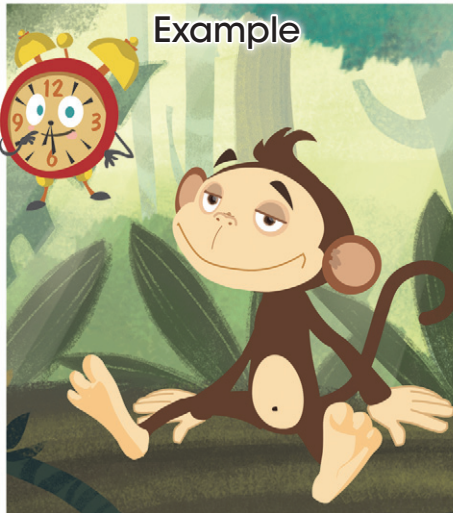


# Missing Monday Morning

## Reading

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

Look and read. Write **yes** or **no**. There are two examples.



## Examples

Marvin wakes up at six thirty.

yes

Marvin eats breakfast at eight o'clock.

no

## Questions

1. Marvin takes a shower at a quarter to seven.

\_\_\_\_\_

2. Marvin leaves for school at nine o'clock.

\_\_\_\_\_

3. Marvin gets to school at eight thirty.

\_\_\_\_\_

4. Sara is still sleeping at seven o'clock.

\_\_\_\_\_

5. Sara gets to school at nine o'clock.

\_\_\_\_\_



# Missing Monday Morning

## Writing

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

Look at the pictures. Write the correct times. There is one example.

Example



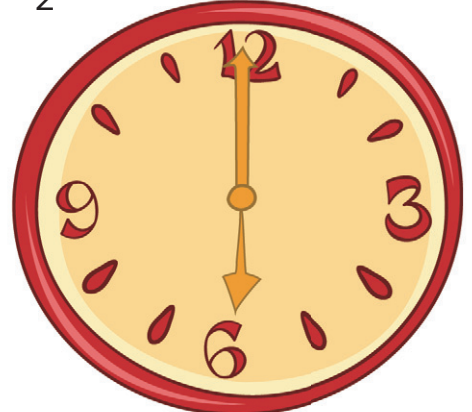
It is a quarter to nine.

1



It is \_\_\_\_\_.

2



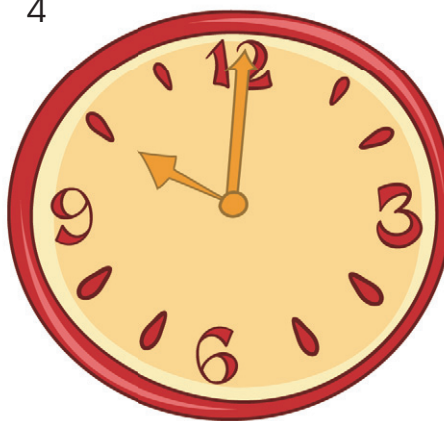
It is \_\_\_\_\_.

3



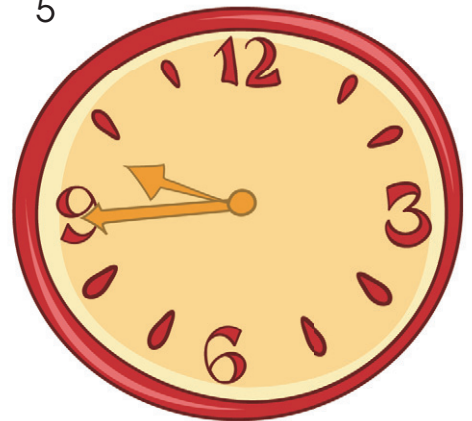
It is \_\_\_\_\_.

4



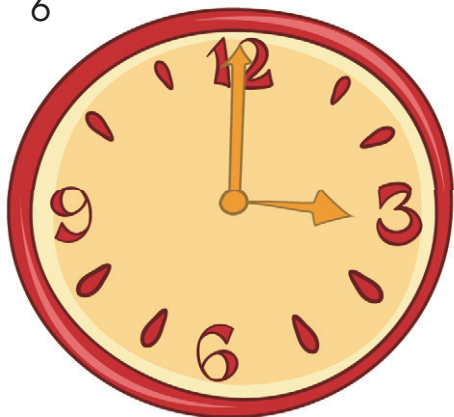
It is \_\_\_\_\_.

5



It is \_\_\_\_\_.

6



It is \_\_\_\_\_.

7



It is \_\_\_\_\_.

8



It is \_\_\_\_\_.



# Missing Monday Morning

## Speaking

Look at the pictures. Tell the times or name the actions. Then follow your teacher's instructions.



# Missing Monday Morning

## Listening

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

Listen and tick (✓) the correct box. There is one example.

Example

What time does Marvin wake up?



A ☐



B ☒



C ☐

1. What does Marvin eat for breakfast?



A ☐



B ☐



C ☐

2. What time does Sara wake up?



A ☐



B ☐



C ☐



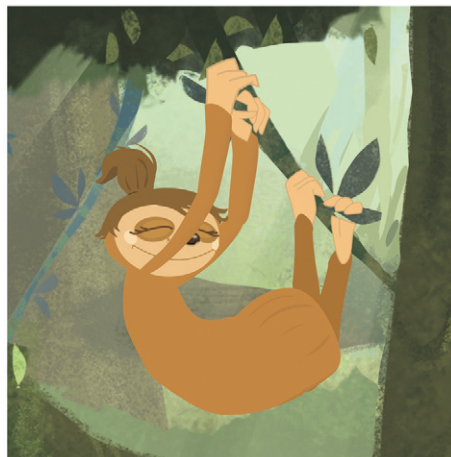
3. What does Sara want to do after breakfast?



A ☐



B ☐



C ☐

4. What time does school start?



A ☐



B ☐



C ☐

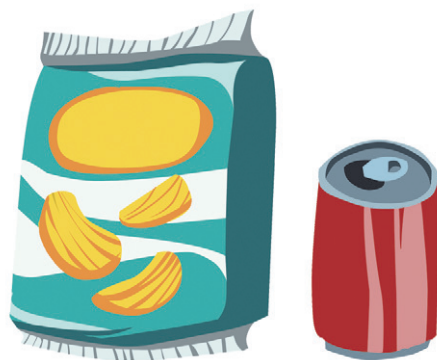
5. What does Sara need?



A ☐



B ☐



C ☐

# Missing Monday Morning

## Teacher's Guide

### Listening Answer Key

1. A
2. B
3. C
4. A
5. B

### Audio Script

NARRATOR: Look at the pictures. Listen and look. There is one example.

WOMAN: What time does Marvin wake up?

MAN: Marvin wakes up at six thirty.

WOMAN: Did you say seven thirty?

MAN: No. I said six thirty.

NARRATOR: Can you see the tick? Now you listen and tick the correct box.

NARRATOR: One.

WOMAN: What does Marvin eat for breakfast?

MAN: Marvin eats a bowl of insects for breakfast.

WOMAN: I'm sorry. Did you say eggs and sausages?

MAN: No. I said a bowl of insects. Marvin eats a bowl of insects for breakfast.

NARRATOR: Two.

WOMAN: What time does Sara wake up?

MAN: Sara wakes up at seven thirty.

WOMAN: I'm sorry. What time does Sara wake up?

MAN: I said Sara wakes up at seven thirty.

NARRATOR: Three.

WOMAN: What does Sara want to do after breakfast?

MAN: Sara wants to sleep after breakfast.

WOMAN: Doesn't Sara want to go to school?

MAN: No. Sara always wants to sleep after breakfast.

NARRATOR: Four.

WOMAN: What time does school start?

MAN: School starts at eight thirty.

WOMAN: Excuse me? What time does school start?

MAN: School starts at eight thirty.

NARRATOR: Five.

WOMAN: What does Sara need?

MAN: Sara needs an alarm clock.

WOMAN: Did you say an alarm clock?

MAN: Yes. Sara needs an alarm clock.

### Reading Answer Key

1. yes
2. no
3. yes
4. yes
5. no

### Writing Answer Key

- |                   |                   |
|-------------------|-------------------|
| 1. eleven thirty  | 6. three o'clock  |
| 2. six o'clock    | 7. quarter to two |
| 3. seven thirty   | 8. five thirty    |
| 4. ten o'clock    |                   |
| 5. quarter to ten |                   |

# Missing Monday Morning Teacher's Guide

## Speaking Procedure

**Preparation:** Cut out the small pictures.

1. Greet the student. Invite him/her to sit down. Have a brief conversation as a warm-up.

### Example dialogue

T: Hello. My name's \_\_\_\_\_. What's your name?

S: (My name's) \_\_\_\_\_.

T: How old are you?

S: (I'm ) \_\_\_\_\_ (years old).

2. Show the clocks to the student. Point to each one at random and ask, "What time is it?"

### Example dialogue

T [POINTING TO A CLOCK]: What time is it?

S: (It's) eight thirty.

3. Show the actions and say, "These are the actions that Marvin does every day." Point to one and say the action (e.g. "wake up"). Then encourage the student to name the rest.

Key: wake up, take a shower, eat breakfast, leave for school, get to school

4. Using both the clocks and the small pictures, ask questions to personalize the student's times. Invite the student to take the appropriate picture and place it on the corresponding clock.

### Example dialogue

T: What time do you wake up?

S: (I wake up) at six thirty.

T: Now put "wake up" on the correct clock.

S: [TAKES PICTURE OF "WAKE UP" AND PUTS IT ON TOP OF THE CLOCK SHOWING SIX THIRTY.]

## Speaking Score Guide

Score 1 point for telling the time correctly. Score 1 point for naming the actions correctly.

Score 1 point for the student telling what time he/she does each activity.

### Very good (+)

Can tell all times, name all activities and answer 5 personalized questions correctly.

### Satisfactory (✓)

Can tell at least 6 times, name at least 3 activities, and answer at least 3 personalized questions correctly.

### Needs additional support (-)

Cannot tell more than 2 times, cannot name more than 1 activity, and cannot answer more than 2 personalized questions correctly.