

Give the pictures a purpose

Aim: describe routines and current actions, ask both question types and explain a contrast.

Share the right pages

Everyone: opening page 1 and speaking page 4. Partner A: page 2 only. Partner B: page 3 only. Optional homework: page 5. Keep pages 6–7 private. The three-page A/B bundles contain pages 1, 2 or 3, and 4. For one-to-one, take the other role. No recording is required.

A flexible 45–55-minute route

Look, ask and compare · 15–18 minutes

Model Tess's two questions. Check question order with the grammar boxes, then let partners ask and answer about Jo and Noor. Swap the questioner between people so both learners practise both forms. Teach deliver parcels, cycle and guitar if needed. Ask for a routine/today contrast. A day off does not change a job.

Ask, compare, report · 12–15 minutes

Give private pages. Check developer, vet, florist and mechanic as needed. Partners ask about all four people, agree the two changed days and explain both contrasts. Move directly to the fresh check and personal conversation; do not repeat the puzzle with invented changes.

Fresh check, feedback and wider speaking · 18–22 minutes

Use Ravi on page 7 with pages closed. Give one useful correction and a retry. Finish with at least ten minutes of selected questions and follow-ups from page 4. Do not rush through all twelve.

Help the conversation along

Gav route: elicit routines and today first; follow useful answers and return to the pictures when meaning needs checking.

Em route: work through the examples, rehearse a question of each type and allow keywords before the private exchange.

Support: begin with Ada and Ben; leave the question starters visible. Learners may invent personal answers or pass.

Stretch: cover the starters; give fuller answers and compare a temporary activity these days with a routine. Do not teach the continuous as only this exact second.

Short route, 15–20 minutes: Tess, two puzzle characters, one fresh comparison and two or three personal questions.

Opening models: page 1

Tess usually works in a library; today she is painting. Jo usually makes coffee in a café; today he is cycling. Noor usually delivers parcels; today she is playing the guitar. Jobs remain unchanged.

Question models: What does Jo usually do? What is he doing now? Does Noor deliver parcels? Is she playing the guitar? Accept accurate full or short answers. Swap the questioner so both learners practise both forms.



Listen for meaning, then form

The routine facts are fictional and stated in the text. Learners do not infer jobs from appearance.

Private-page key and speaking outcome

Ben and Dan have changed days. Ben usually treats animals in a clinic, but now he is running in the park. Dan usually repairs cars in a garage, but now he is cooking lunch at home. Ada and Cleo are doing their usual kind of work. Accept programmer/developer and fixes/repairs.

Success: each learner asks a routine question and a now question; the pair identifies both changed days and explains both contrasts. Don't accept two names without an explanation. The jobs remain unchanged.

Move on once partners can explain both contrasts. Personal questions and retelling have open answers; there is no second round of the same puzzle.

Homework key

4: 1 works; 2 is relaxing; 3 isn't repairing / is not repairing; 4 reads; 5 is making; 6 teaches; 7 does she work; 8 is her brother making.

5: 1 He works in a school. 2 She is relaxing at home.

Your message: accept a clear routine/current contrast and an appropriate question. Ask about the meaning before correcting the form.

A fresh speaking check: close the learner pages

Tell the learner: Ravi is a bus driver. At nine on Mondays, he usually drives a bus. Today, at nine, he is at home making breakfast.

Ask: Tell me about his usual work and what he is doing now. Ask one question about his routine and one about today.

Possible answer: Ravi usually drives a bus on Mondays, but today he is making breakfast.

Possible questions: What does Ravi usually do on Mondays? / Is he driving now?

Accept other natural questions. Listen before modelling. Note: independent / with a prompt / not yet. Check the routine sentence, current-action sentence and both question forms. Give one useful correction, then retry with a different example.

Keep feedback useful

Listen for third-person -s, missing am/is/are and question order. Check the intended meaning, model briefly and give another attempt. Return to the same distinction in a later lesson; this short check does not establish lasting mastery or a CEFR level.

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