



### INSTRUCTIONAL GUIDE 3RD GRADE MIDDLE SCHOOL 2025-2026

<b>GRADE</b>	3rd Grade Middle School ▾
<b>PERIOD</b>	1st Period ▾
<b>UNIT</b>	1 ▾
<b>TERM</b>	September 29th - October 31st
<b>TOTAL OF SESSIONS</b>	5 weeks
<b>LEARNING OBJECTIVE</b>	Students will be able to understand and produce simple oral and written messages in English to promote healthy lifestyles within their school, family, and community. They will retrieve and interpret information from media messages that encourage healthy living, and use appropriate vocabulary, grammar structures (simple present, have to, need to, suggest, recommend), and adverbs of frequency to create a personal schedule of healthy habits and design a campaign product (such as a table, comic, or media post) that promotes physical activity, reduces sedentary behavior, and fosters intercultural understanding.

	<b>Project</b>	Experience active and Healthy habits (páginas 146-153)
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<b>NEM</b>	<b>Product</b>	<p>Personal Schedule. Create a table with healthy habits.</p> <p>Healthy life campaign. Promote a healthy life physical and sports activities that reduce sedentary lifestyles, develop physical condition, and promote mobility interaction in the school, family, and community context.</p>
	<b>Content</b>	<p>English messages in mass media that encourage healthy living ▾</p> <p>The use of English to express community needs, interests, and public issues. ▾</p> <p>The use of English as a medium for expressing sensations, emotions, feelings, and ideas related t... ▾</p>
	<b>LDP (Learning Development Process)</b>	<p>Tells stories in English about examples of healthy living and shares them through media channel... ▾</p> <p>Organizes a campaign in English focused on solutions to community problems. ▾</p> <p>Researches and recovers cultural and artistic expressions from their community to share them i... ▾</p>
	<b>Articulating Axes</b>	<p>Cultural appropriation through reading and writing ▾</p> <p>Healthy living ▾</p>

<b>CEFR SKILLS</b>	<b>Listening</b>	<p><b>A2:</b> Ss can recognize spare time situations, words and phrases.</p> <p><b>A2:</b> Ss can follow clearly spoken, straightforward short talks on familiar topics.</p> <p><b>A2:</b> Ss can understand conversations of people talking about general truths and consequences of certain actions.</p>
	<b>Reading</b>	<p><b>A1:</b> Ss can understand clear instructions.</p> <p><b>A2:</b> Ss can understand texts about general truths and consequences of certain actions.</p> <p><b>A2:</b> Ss can understand words and phrases on everyday activities.</p> <p><b>A2:</b> SS can recognize daily situations, words and phrases.</p>

	<p><b>Writing</b></p>	<p><b>A2:</b> Ss can write their daily routines.  <b>A2:</b> Ss can write a short message to friends to tell them schedules.  <b>A2:</b> Ss can write orders, simple directions and instructions.</p>
	<p><b>Speaking</b></p>	<p><b>A2:</b> Ss can express general truths and consequences of certain actions.  <b>A2:</b> SS can use and understand simple numbers in everyday conversations (for example telling the time).</p>
	<p><b>Grammar &amp; Language Structure</b></p>	<ul style="list-style-type: none"> <li>• Review of Simple present affirmative, negative and interrogative to talk about healthy habits using verbs go, eat, drink, do, play, practice, take, have, as well as frequency adverbs</li> <li>• Introduce "have to" and " need to" to express obligation and necessity: ""You need to eat healthy food" ""You have to eat healthy food" Use verbs recommend and suggest for recommendations: "I suggest NOT to eat greasy foods", "I recommend you to avoid eating unhealthy food", I suggest you exercise daily" etc</li> </ul>
	<p><b>Vocabulary</b></p>	<ul style="list-style-type: none"> <li>• Vocabulary to talk about a healthy lifestyle: sedentarism, physical inactivity, disease, pandemic, health risk, physical education, recreational activities, physical education, sports training, sports fields, sport centers -Introduce verbs suggest, recommend, avoid</li> <li>• Adverbs of frequency for daily habits (always, usually, sometimes, rarely, never, three times a week, every other day</li> <li>• Food Fruits and Vegetables: banana, apple, pear, orange, lettuce, carrots, zucchini, celery, tomato, cucumber, spinach, broccoli, peas, potatoes, pepper, cabbage, fish, meat , chicken, tuna fish</li> </ul>

## Strategies and Activities

**STAGE 1: Kickstart** (Warm Up / Lead-in) Get students thinking, talking, and prepared for the lesson and project.

**Achievement:** Ss will be able to identify and classify healthy habits and unhealthy habits, and will be able to follow commands.

Skill	Instructional Strategy / Activity Suggestions	Resources	Classroom Interactive Patterns	Assessment
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 🎵 Listening</li> <li><input checked="" type="checkbox"/> 📖 Reading</li> <li><input checked="" type="checkbox"/> 📝 Writing &amp; Language Structure</li> <li><input checked="" type="checkbox"/> 🗣️ Speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional Strategy:               <ul style="list-style-type: none"> <li>TPR ▾</li> <li>Context Clues ▾</li> <li>Bingo ▾</li> </ul> </li> <li>*Activities description:               <ol style="list-style-type: none"> <li>1. Ss practice action words and body parts through a short physical sequence. (Touch your shoulders, raise your hands, jump three times, bend to your right, bend to your left, stand on your left/right feet, stomp your feet, turn around, inhale and exhale). Ss dance and sing a loud "cha, cha cha slide" song. <a href="#">VIDEO1.</a></li> <li>2. Ss identify and classify healthy and unhealthy habits in their daily life.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 📚 Textbook</li> <li><input checked="" type="checkbox"/> 📓 Notebook</li> <li><input checked="" type="checkbox"/> 📄 Worksheet <a href="#">WORKSHEET 1.</a></li> <li><input type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, chats, etc.)</li> <li><input checked="" type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.) <a href="#">VIDEO1.</a></li> <li><input type="checkbox"/> 🗺️ Realia</li> <li><input checked="" type="checkbox"/> 🎲 Didactic Games</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 🏠 Whole Group</li> <li><input type="checkbox"/> 👥 Small group work</li> <li><input type="checkbox"/> 👫 Pair work</li> <li><input checked="" type="checkbox"/> 👤 Individual work</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Rubrics (projects, presentations, role play, performance) <a href="#">SESSIONS 1, 2, 3</a></li> <li><input checked="" type="checkbox"/> Checklists</li> <li><input type="checkbox"/> Observation guides</li> <li><input type="checkbox"/> Quizzes</li> <li><input type="checkbox"/> Graphic organizers: (Concept maps, Mind maps, Venn Diagrams, etc.)</li> <li><input type="checkbox"/> Unit Exams</li> </ul>

3. Ss create a bingo card (4x4) in their notebook choosing actions from the [WORKSHEET](#)

1.



Worksheet 1

### What is healthy?

Cut Glue in your notebook and Play

eat junk food	practice sports	wake up late	do exercise
sleep 7-8 hours per night	drink sugar drinks	jump rope	smoke
spend so much time in cellphone	wash hands	mix fruits and vegetables	walk 30 mins everyday
visit the doctor regularly	stress about small things	manage stress effectively	consume alcohol
take vitamins	stay hydrated	express your emotions	study hard

4. Ss play bingo.

**STAGE 2: Language Drop** (Presentation / Input) Introduce grammar, vocabulary, and the communicative task. Establish the context/problem.

**Achievement:** Ss will be able to recognize and apply grammar rules for third person, present simple conjugation. Ss will be able to recognize and use adverbs of frequency, applying them to daily routines.

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bingo vocabulary.  
**FLASHCARD 1.**



Flashcard 1

Rule Type	Base Form (I/You/We/They)	Third Person (He/She/It)	Rule/ Example
Regular verb	walk	walks	Add <b>-s</b> → <i>He walks to school.</i>
Verb ending in <b>-ch, -sh, -x, -s, -z, -o</b>	watch	watches	Add <b>-es</b> → <i>She watches TV.</i>
Verb ending in <b>consonant + y</b>	study	studies	Change <b>-y to -ies</b> → <i>He studies every night.</i>
Verb ending in <b>vowel + y</b>	play	plays	Just add <b>-s</b> → <i>It plays music.</i>

Ss categorize the ending of the verbs in the correct column. Ss write three sentences using the verbs in the chart. **WORKSHEET 2.**

**Simple Present  
 third person singular**

Read and Classify

-s	-s, -x, -sh, -ch, -o	y

eats, washes, walks, takes,  
 practices, mixes, visits, stays,  
 wakes up, jumps, stresses, expresses,  
 does, smokes, manages, studies,  
 sleeps, spends, consumes,



8. Ss identify through examples (I always brush my teeth, I usually eat vegetables, I sometimes go to the gym, I rarely sleep 8 hours, I never drink coke) the use for the adverbs of frequency in the table on the board. (Always 100% , usually 75%, sometimes 50%, rarely 25%, never 0%).  
 Ss write 2 sentences using each adverb about activities they do on that

- frequency in their daily life.
9. Ss read and classify daily activities in different moments of the day. Ss match the time expressions with the clocks.

**WORKSHEET 3.**

**COAHUILA**  
 POR DELANTE  
 3rd Grade  
 Unit 1

Worksheet 3

**Time Expressions**

Read Write in the corresponding column

In the morning ☀️	In the evening 🌄	At night 🌙

\*I sleep at 8 pm.      \*She have breakfast at 6am  
 \*I do exercise at 6 pm      \*Amelia walks 30 minutes at 9 pm  
 \*Juana and Jose go to school at 7 am  
 \*My mother washes the dishes at 4 pm.

Read Match

\_\_\_ quarter past      \_\_\_ quarter to  
 \_\_\_ half past      \_\_\_ o'clock

10. Ss watch a video about giving advice. Ss identify and take notes about the grammatical structures in it. Afterwards Ss in group suggest and write advice on

	<p>the board for a healthy life in affirmative and negative form (e.g. You should eat vegetables. You shouldn't eat sweets.)</p> <p><a href="#">VIDEO 3.</a></p>			
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**STAGE 3: Level Up** (Practice with guidance) Students collaborate, compare findings, and build knowledge with teacher guidance.

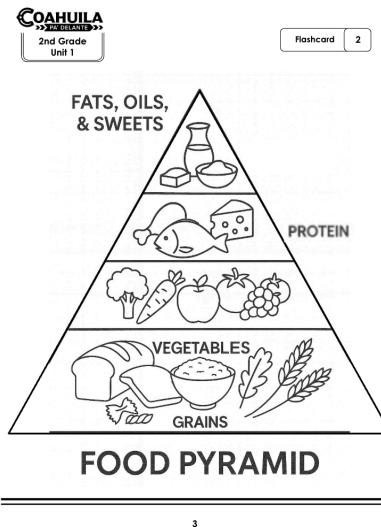
**Achievement:** Students will be able to use some modal verbs and the imperative mode to provide advice on different topics. Ss will be able to use an analog clock and read the time, in order to schedule daily activities.

Skill	Instructional Strategy / Activity Suggestions	Resources	Classroom Interactive Patterns	Assessment
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 🎵 Listening</li> <li><input checked="" type="checkbox"/> 📖 Reading</li> <li><input checked="" type="checkbox"/> 📝 Writing &amp; Language Structure</li> <li><input checked="" type="checkbox"/> 🗣️ Speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional Strategy: <ul style="list-style-type: none"> <li>TPR ▾</li> <li>Reading Comprehensi... ▾</li> <li>Letter Writing ▾</li> </ul> </li> </ul> <p><u>*Activities description:</u> (6 sessions)</p> <p>11. Ss recognize from the food pyramid the suggested food groups and amounts. Ss express and write on the board advice regarding the food of each level of the</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 📚 Textbook</li> <li><input checked="" type="checkbox"/> 📓 Notebook</li> <li><input checked="" type="checkbox"/> 📄 Worksheet</li> <li><a href="#">WORKSHEET 4.</a></li> <li><a href="#">WORKSHEET 5.</a></li> <li><a href="#">WORKSHEET 7.</a></li> <li><input type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, chats, etc.)</li> <li><a href="#">FLASHCARD 2.</a></li> <li><input checked="" type="checkbox"/> 💻 Digital Resources</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 🏠 Whole Group</li> <li><input type="checkbox"/> 👥 Small group work</li> <li><input type="checkbox"/> 👫 Pair work</li> <li><input type="checkbox"/> 👤 Individual work</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Rubrics (projects, presentations, role play, performance)</li> <li><a href="#">SESSIONS 13, 14, 15</a></li> <li><input type="checkbox"/> Checklists</li> <li><input checked="" type="checkbox"/> Observation guides</li> <li><a href="#">SESSIONS 10, 11, 12</a></li> <li><input type="checkbox"/> Quizzes</li> </ul>

pyramid and the amount of servings they should have per day. (e.g. You should always eat bread or tortillas. You should rarely eat butter.)

Ss copy advice in their notebook.

**FLASHCARD 2.**



12. Ss listen to and read some doctor's advice about Teenager sleep habits to recognize should and shouldn't expressions.

**AUDIO1. WORKSHEET 4.**

(websites, apps, videos, etc.)

**AUDIO1.**

- Realia
- Didactic Games

- Graphic organizers:  
(Concept maps , Mind maps, Venn Diagrams, etc.)
- Unit Exams

### Sleep habits

Read Listen and Color in red negative and color in green affirmative advices

Hi I'm doctor John Chappafowsky. I'm going to give you some advice about sleep habits.

You should sleep at least 8 hours every night.

Teenagers usually go to bed late, but this is not healthy.

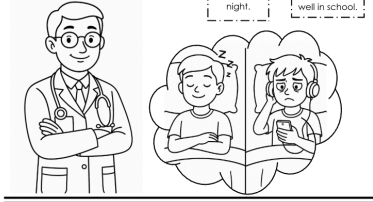
You shouldn't use your phone or play video games before sleeping because it makes your brain active.

Reading or listening to soft music can help.

You shouldn't drink coffee or soda at night.

Good sleep helps you feel better and do well in school.

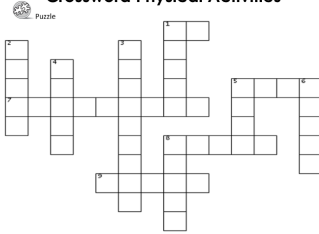
Instead, you should always relax before bed.



13. Ss solve a crossword puzzle to complete sentences about healthy physical habits for teenagers.

[WORKSHEET 5.](#)

Crossword Physical Activities



ACROSS	DOWN
1. I rarely _____ exercise in the evening.	1. We never _____ hip hop.
5. Leonard rarely _____ in the marathon.	2. Emily rarely _____ the rope.
7. Anna _____ box at night.	3. She usually _____ before work.
8. I never _____ late.	4. Tony sometimes _____ soccer at 10:00.
9. They always _____ with music.	5. You always _____ a bike in the morning.
	6. Sarah sometimes _____ in the Aquatic park.
	8. I never _____ on my way to school.

14. Ss identify, match, and complete number sequences from 0 to 100 through writing, listening, and visual tasks.

**WORKSHEET 6**

### Numbers



Look



Match

- |                             |                                        |
|-----------------------------|----------------------------------------|
| <input type="checkbox"/> 47 | <input type="checkbox"/> ninety-four   |
| <input type="checkbox"/> 12 | <input type="checkbox"/> seventy-three |
| <input type="checkbox"/> 73 | <input type="checkbox"/> sixty-five    |
| <input type="checkbox"/> 88 | <input type="checkbox"/> forty-seven   |
| <input type="checkbox"/> 59 | <input type="checkbox"/> twelve        |
| <input type="checkbox"/> 15 | <input type="checkbox"/> fifty-nine    |
| <input type="checkbox"/> 94 | <input type="checkbox"/> fifteen       |
| <input type="checkbox"/> 65 | <input type="checkbox"/> eighty-eight  |

15. Ss identify and practice analog clock hours to match them to daily activities. [WORKSHEET 7.](#)

### David's Healthy Routine

Look Draw

1. 1. I get up at 7:00 a.m.      3.

2. 2. I take a shower at 7:15 a.m.

2. 3. I eat cereal and fruit at 7:30 a.m.      4.

4. I ride my bike to school at 8:00 a.m.

Look Match

• I play soccer after school at 4:30 p.m.     

• I eat a light dinner at 7:00 p.m.

• I relax or draw at 8:00 p.m.     

• I go to bed at 9:30 p.m.     

16. In groups, students read some daily routine statements that include specific times (I do exercise at 5:33 in the afternoon./ I sleep at 10:28 at night./ I dance at 4:30 on weekends./ I play soccer at 7:50 in the evening./ I walk to school at 6:45 every morning./ I jump the rope at 10:10 during the school break./ I ride my bike at 8:12

	<p>in the evening./ I relax listening to music at ten o'clock at night). Together, they complete a large class timetable displayed on the board by writing the correct activity in each time cell.</p>			
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**STAGE 4: All-In-One** (Use of language skills) Integrated skills use, individual creative production, and draft version of final product.

**Achievement:** Ss will be able to identify and produce healthy lifestyle recommendations in different settings, applying all four skills.

Skill	Instructional Strategy / Activity Suggestions	Resources	Classroom Interactive Patterns	Assessment
<input checked="" type="checkbox"/> 🎵 Listening <input checked="" type="checkbox"/> 📖 Reading <input checked="" type="checkbox"/> 🖋️ Writing & Language Structure <input checked="" type="checkbox"/> 🗣️ Speaking	<ul style="list-style-type: none"> <li>Instructional Strategy:             <ul style="list-style-type: none"> <li>TPR</li> <li>Reading Comprehensi...</li> <li>Letter Writing</li> </ul> </li> <li>Activity Description:             <p>17. Ss in groups of 4 play two truths and a lie, where each student writes in their notebook three statements about their daily life, two should be true and one should be a lie. They read</p> </li> </ul>	<input type="checkbox"/> 📚 Textbook <input type="checkbox"/> 📓 Notebook <input type="checkbox"/> 📄 Worksheet <input type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, chats, etc.) <input type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.) <input type="checkbox"/> 🗺️ Realia <input type="checkbox"/> 🎲 Didactic	<input type="checkbox"/> 🏠 Whole Group <input type="checkbox"/> 👥 Small group work <input type="checkbox"/> 👫 Pair work <input type="checkbox"/> 👤 Individual work	<input type="checkbox"/> Rubrics (projects, presentations, role play, performance) <input type="checkbox"/> Checklists <input type="checkbox"/> Observation guides <input type="checkbox"/> Quizzes <input type="checkbox"/> Graphic organizers: (Concept maps)

them and ask their peers to identify the lie.

18. Ss read a text about Maria's activities and complete a schedule, with the correct time, activity and distinguish the healthy from the unhealthy ones.



**Maria's activities**



Maria usually wakes up at 6:00 a.m. Thirty minutes later, she eats fruit and yogurt for breakfast. She walks to school at 6:30 a.m., which is great exercise. At school, she drinks plenty of water and sometimes eats healthy snacks like nuts at 10:00 a.m. However, in the afternoon, around 1:00 p.m., she often eats chips and drinks soda. She gets home at 1:30 p.m. and eats lunch at 2:00 p.m. At 2:30 p.m., she always watches TV for two hours. She doesn't do much exercise at home. On Tuesdays and Fridays, she sometimes takes ballet classes from 6:00 to 8:00 p.m. Maria always goes to bed very late, around 11:00 p.m., because she plays video games at night. She should sleep earlier and eat less junk food to stay healthy.

Complete a schedule, with the correct time, activity and distinguish the healthy from the unhealthy ones.

Time	Activity	Healthy or Unhealthy
	wakes up	
6:30 a.m.		
	walks to school	
10:00 a.m.		
	eats chips and drinks soda	
1:30 p.m.	arrives home	
2:00 p.m.		
	watch t.v.	
6:00 p.m.		

**WORKSHEET 8**

19. Ss in pairs create a staying healthy flip book . Page 1 labeled as healthy food, *You should drink plenty of*

Games

, Mind maps, Venn Diagrams, etc.)

- Unit Exams

water and You should  
always have vegetables for  
lunch.

Page 2 labeled as Exercise

Page 3 labeled as Hygiene

Page 4 labeled as Sleep

20. Ss read and listen to a radio  
conversation, and role play  
it in pairs.

### WORKSHEET 9

**COAHUILA**  
3rd Grade  
Unit 1

Worksheet 9

### Radio Conversation

Lock Read Practice

Radio program

**Host:** Welcome back to Healthy Life Radio! Who's on the line?

**Caller:** Hi! I feel tired all the time and I can't focus in school.

**Host:** Thanks for calling. You should sleep at least 8 hours every night. You shouldn't use your phone before bed.

**Caller:** Oh, good idea! Thank you!

**Host:** Stay healthy, everyone! See you next time on Healthy Life Radio!

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10

21. Ss create a poster for a TV  
commercial, and prepare  
their prompt. In pairs,  
students write and perform a

1-minute TV commercial promoting healthy habits

22. Ss use expressive language, gestures, and simple props to present their commercial using a poster (water bottle, fruit, towel, etc.).

### WORKSHEET 10

**COAHUILA**  
3rd Grade  
Unit 1

Worksheet 10

#### T.V Comercial

Look Read Practice

**STUDENT 1:**  
Hi! Do you want to be strong and happy?

**STUDENT 2:**  
Here are 3 tips you must try!

**STUDENT 3 (enthusiastic):**  
Tip 1. You should drink water every day!

**STUDENT 1 (shaking finger):**  
Tip 2. You shouldn't eat too much junk food!  
It's not good for your brain or body.

**STUDENT 2 (pretending to stretch):**  
Tip 3. You should exercise for 30 minutes daily and go to bed early!

**STUDENT 3:**  
But wait, we've got more!

**STUDENT 1 (holding a fake fruit):**  
You should eat fruits and vegetables — they're like superpowers for your body!

**STUDENT 2 (deep breath):**  
Take deep breaths when you're stressed...  
You should relax and smile more!


**STUDENT 3 (miming sunlight):**  
And you should go outside — sunshine and fresh air are awesome!

**ALL TOGETHER (point to audience):**  
Healthy habits = Happy life!  
Start today! You can do it!

**STUDENT 1:**  
Be healthy...

**STUDENT 2:**  
Be strong...

**STUDENT 3:**  
Be YOU!



11

**STAGE 5: Reality check / wrap it up** (Reflect and apply learning) Evaluate learning, reflect, and share final products.

**Achievement:** Ss will be able to demonstrate their understanding and mastering of the imperative mode, through the use of tips and recommendations for a healthy lifestyle.

Skill	Instructional Strategy / Activity Suggestions	Resources	Classroom Interactive Patterns	Assessment
<ul style="list-style-type: none"> <li><input type="checkbox"/> 🎵 Listening</li> <li><input type="checkbox"/> 📖 Reading</li> <li><input type="checkbox"/> 📝 Writing &amp; Language Structure</li> <li><input checked="" type="checkbox"/> 🗣️ Speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional Strategy:               <ul style="list-style-type: none"> <li>TPR ▾</li> <li>Reading Comprehensi... ▾</li> <li>Letter Writing ▾</li> </ul> </li> <li>• Activity Description:               <p>23. Ss ask Yes/No questions to their peers and complete an interactive exercise "Find someone who..."</p> <p>24. Ss fill in the name of a classmate who follows each healthy habit.</p> <p><a href="#">WORKSHEET 11</a></p> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 📖 Textbook</li> <li><input type="checkbox"/> 📓 Notebook</li> <li><input type="checkbox"/> 📄 Worksheet</li> <li><input type="checkbox"/> 👁️ Visual Aids (Poster, flashcards, chats, etc.)</li> <li><input type="checkbox"/> 💻 Digital Resources (websites, apps, videos, etc.)</li> <li><input type="checkbox"/> 🖍️ Realia</li> <li><input type="checkbox"/> 🎮 Didactic Games</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 🏠 Whole Group</li> <li><input type="checkbox"/> 👥 Small group work</li> <li><input type="checkbox"/> 👫 Pair work</li> <li><input type="checkbox"/> 👤 Individual work</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Rubrics (projects, presentations, role play, performance)</li> <li><input type="checkbox"/> Checklists</li> <li><input type="checkbox"/> Observation guides</li> <li><input type="checkbox"/> Quizzes</li> <li><input type="checkbox"/> Graphic organizers: (Concept maps, Mind maps, Venn Diagrams, etc.)</li> <li><input type="checkbox"/> Unit Exams</li> </ul>

Find someone who

Look Read Count Complete

- 1- \_\_\_\_\_ plays soccer in the afternoons.
- 2- \_\_\_\_\_ eats fruits in the morning.
- 3- \_\_\_\_\_ plays basketball on Saturdays.
- 4- \_\_\_\_\_ wakes up at 6:00 in the morning.
- 5- \_\_\_\_\_ goes to bed at 9:00 at night.
- 6- \_\_\_\_\_ sometimes eats fish and vegetables.
- 7- \_\_\_\_\_ never walks to school.
- 8- \_\_\_\_\_ always takes a shower in the morning.
- 9- \_\_\_\_\_ rarely visits the dentist.
- 10- \_\_\_\_\_ always eats a healthy breakfast.

25. Read the conversation  
“Time to be healthy!” and  
identify the time expressions  
and predict the meaning of  
the sentences (e.g. You  
shouldn't go to bed after  
ten o'clock).

**WORKSHEET 12**

### Time to be healthy!



**TOM:**  
Anna, I'm so tired. I went to bed at 11:30 last night.

**ANNA:**  
What? That's so late! You shouldn't go to bed after ten o'clock. You always wake up grumpy!

**TOM:**  
I know... But I was playing video games until midnight.

**ANNA:**  
You should stop playing so late. Also, you forgot to eat breakfast this morning!

**TOM:**  
I was in a hurry. I woke up at 7:45 and the bus leaves at 8:00!

**ANNA:**  
See? You should wake up earlier and eat something healthy, like fruit or cereal.

