

TEACHER'S GUIDE · EVERYDAY ENGLISH

How do busy people organise their day?

LEVEL
A1 · Beginner

TIME
60 min

SKILLS
Reading · Speaking · Grammar · Vocabulary

Learning objectives

In this lesson, you can:

- understand a real infographic about a very busy work day
- say times and how often you do things
- use the present simple: *I work / she works*
- describe your work day and your habits

Key vocabulary

wake up · have breakfast · exercise · repair · experiment · meeting · sleep · every day · a week · plan

Materials

- this worksheet
- web page with infographic: *A day in the life of an ESA astronaut* (European Space Agency)

1 Warm up

SPEAKING

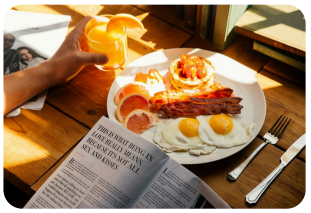
Look at the pictures. What can you see? How are they connected to the topic? Then answer the questions with your teacher.



PICTURE A · an alarm clock



PICTURE B · a morning run



PICTURE C · breakfast



PICTURE D · going to work

1. What time is it now? What do you usually do at this time?
2. Are you a morning person or a night person? Why?
3. Who has a very busy day in your company? What does he or she do?

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2 Vocabulary preparation

VOCABULARY

Part A: Match the words with the definitions.

repair (v) | have breakfast (v) | experiment (n) | wake up (v) | meeting (n) | exercise (v)

1. _____ to stop sleeping
2. _____ to eat your first meal of the day
3. _____ to move your body to be fit and healthy, for example running
4. _____ a time when people talk together about work
5. _____ to fix something that is broken
6. _____ a scientific test

Part B: Telling the time. Write the times in numbers.

Example: *ten o'clock* = 10:00

1. half past seven = _____
2. a quarter past eight = _____
3. a quarter to nine = _____
4. half past twelve = _____
5. four o'clock = _____

3 Main input: read and learn

READING · GRAMMAR

Astronauts on the International Space Station have very busy days. The European Space Agency (ESA) shows a typical day in an infographic (a picture with information).

READING

A day in the life of an ESA astronaut

European Space Agency (ESA) · careers page · look at the infographic "Astronauts in space" and read the paragraph under it (about 2 minutes) · free

https://www.esa.int/About_Us/Careers_at_ESA/ESA_Astronaut_Selection/A_day_in_the_life_of_an_ESA_astronaut

Look at the infographic. Answer: How many hours do astronauts sleep? How many hours do they exercise every day?

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Language focus: the present simple

Look at the change with *he / she / it*.

	I / you / we / they	he / she / it
+	I wake up at 6:00.	She wakes up at 6:00.
+	Astronauts exercise every day.	An astronaut exercises every day.
+	I have a meeting every morning.	He has a meeting every morning.
–	I don't work on Sundays.	She doesn't work on Sundays.
?	Do you sleep eight hours?	Does he sleep eight hours?

Practice: Complete the sentences with the correct form of the verb.

1. An astronaut _____ (sleep) eight hours a day.
2. I _____ (have) lunch at 1 p.m.
3. My manager _____ (go) to work by car.
4. My colleague _____ (watch) the news in the morning.
5. _____ you _____ (start) work at 8:00?

4 Reading comprehension

READING

Part A: Look at the infographic again. Are the sentences true (T) or false (F)? Circle.

1. Astronauts exercise two hours a day. T / F
2. They exercise five days a week. T / F
3. They sleep eight hours a day. T / F
4. The daily meeting is one hour. T / F
5. They talk to doctors every day. T / F
6. They make phone calls to family and friends. T / F

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Part B: Match the activities with the information. Write the letter.

Activity	Letter	Information
1. Daily meeting		a. Usually an all-day event
2. Health check		b. Housekeeping, public relations and free time
3. Spacewalk		c. 20 minutes, about the day's activities
4. Weekends		d. Every week, with doctors

Part C: Think and answer.

1. Read the paragraph under the infographic. Who plans the astronauts' day?

2. Which activity in the infographic do you also do at work?

3. Is an astronaut's day similar to your day? Write two sentences.

5 Speaking practice and discussion

SPEAKING

Part A: Choose TWO cue cards. Talk about each card with your teacher for 1–2 minutes.

Cue card 1: My perfect morning

- What time do I get up?
- What do I eat?
- Where am I?

Cue card 2: Breakfast

- Breakfast in my country
- Sweet or salty?
- At home or at work?

Cue card 3: Going to work

- Bus, car, bike or walk?
- How long is the trip?
- What do I do on the way?

Cue card 4: Healthy habits

- Water, exercise, sleep
- One good habit I have
- One bad habit I have

Cue card 5: Meetings

- How many a week?
- Long or short?
- My favourite meeting time

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Part B: Answer the questions with your teacher. Give reasons and examples.

1. What do you do in the first hour of your day? Tell me in order.
2. What do you have for breakfast on a work day, and why?
3. Who plans your work day: you, your boss or your team? How?
4. Which part of your day is the busiest? Why?
5. Which habit from the astronauts' day do you want to try? Why?

6 Lesson takeaway and wrap-up

REVIEW

Complete the sentences. Then tell your teacher.

1. Three new words from today: _____
2. One fact about a day in space: _____
3. I wake up at _____ and then I _____ .
4. One change for a better day: _____

Takeaway: On the space station, every day has a plan, and exercise and sleep are part of the job. Try it tomorrow: write three times and three activities, for example *7:00 – I go for a walk*.

+ Optional extension / homework

WRITING

Write 40–60 words with the title "My work day". Use: *I wake up at… / Then I… / After that, I… / I usually…*

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Alternative activity:

Make an infographic of your work day, like the ESA picture: write six activities and the times. Present it to your teacher in the next class.

References

European Space Agency. (n.d.). *A day in the life of an ESA astronaut*. https://www.esa.int/About_Us/Careers_at_ESA/ESA_Astronaut_Selection/A_day_in_the_life_of_an_ESA_astronaut

Original materials: vocabulary, language examples and exercises were written for NATeacher for A1 learners.

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Teacher's guide

Learning objectives. By the end of the lesson, the student can: find information in a real infographic; say times and frequency (*every day, a week*); use the present simple with *I* and *he / she*; describe their own work day.
Total time: approx. 60 minutes — Warm up 6 · Vocabulary 7 · Main input 10 · Comprehension 14 · Speaking 18 · Wrap-up 5. The extension is optional homework.

▶. Main input: about the resource

Resource: *A day in the life of an ESA astronaut*, European Space Agency (careers section for adults who want to apply). Free; no login. https://www.esa.int/About_Us/Careers_at_ESA/ESA_Astronaut_Selection/A_day_in_the_life_of_an_ESA_astronaut

What to read: the infographic "Astronauts in space" and the short paragraph under it ("Though there is no typical day in space..."). About 2 minutes. The rest of the page is too difficult for A1.

Copyright: the text is not reproduced in this guide; open it on screen from the official page.

Key information: Infographic: Experiments (alone or with mission control); Social: phone calls with family and friends; Breakfast, Lunch, Dinner; Spacewalk: leave the station to install experiments or do maintenance – usually an all-day event; Maintenance: keep equipment and the station in top shape; Fitness: exercise two hours per day, seven days a week; Health check: weekly conferences with doctors; Daily meeting: 20 minutes about the day's activities and changes from mission control; Sleep: eight hours per day; Weekends: housekeeping, public relations, voluntary tasks and free time. Paragraph: every day is heavily scheduled by planners on the ground, supported by flight controllers around the world.

1. Warm up

6 mins.

Show the pictures and elicit routine words (*alarm, run, breakfast, bus*). Ask the questions. Help the student answer in full sentences: "I'm a morning person because I have a lot of energy."

Possible answers: "They show a morning: the alarm, a run, breakfast and the bus to work."
Support: give two options ("morning or night?"). **Challenge:** ask "What is different at the weekend?"

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2. Vocabulary preparation

7 mins.

The student completes Part A and Part B alone. Check together, say the words aloud and ask the student to repeat the difficult ones.

Part A

1. wake up
2. have breakfast
3. exercise
4. meeting
5. repair
6. experiment

Part B

1. 7:30 2. 8:15 3. 8:45 4. 12:30 5. 4:00

British and American English: *half past seven* is common everywhere; informal British English also says *half seven* (= 7:30). American speakers often say *seven thirty* or *a quarter after eight*. All are correct.

3. Main input and language focus

10 mins.

Open the page on screen and show the infographic (click it to make it bigger). The student answers the two gist questions. **Answers:** eight hours; two hours.

Present the language focus in 1–2 minutes: elicit the rule from the examples, then move to the practice.

Practice

1. sleeps
2. have
3. goes
4. watches
5. Do ... start

Common mistakes: "She work" → "She **works**"; "He haves" → "He **has**"; "She don't" → "She **doesn't**"; "You sleep eight hours?" → "**Do you** sleep eight hours?". Pronunciation: *watches, exercises* — the /ɪz/ ending adds a syllable.

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4. Reading comprehension

14 mins.

The student looks at the infographic again and works alone. Check together and ask the student to point to the information.

Part A

1. T 2. F (seven days a week) 3. T 4. F (20 minutes) 5. F (every week – weekly conferences) 6. T

Part B

1. c 2. d 3. a 4. b

Part C

1. Planners on the ground (and a team of flight controllers around the world). 2. Open answer, e.g. "I have a meeting every day." 3. Open answer, e.g. "No. I don't exercise two hours a day, and I sleep seven hours."

Accept: short answers ("eight hours", "planners on the ground"). **Support:** read the four activities in Part B aloud first. **Challenge:** the student describes an astronaut's day with *she*: "She sleeps eight hours. She exercises..."

5. Speaking practice and discussion

18 mins (cue cards 6 · questions 12).

The student chooses two cards and speaks for 1–2 minutes on each. Then ask the five questions one by one. Let the student finish, then ask follow-up questions: "Why?", "What time?", "And at the weekend?"

Model answer (Q1): "I wake up at six. I have a shower and I get dressed. Then I have coffee and I check my emails."
Evaluate: sequence words (*first, then, after that*); correct times; present simple with the correct form; a reason with *because*.
Correction: note mistakes while the student speaks and correct 2–3 of them at the end, so you don't interrupt fluency.

6. Lesson takeaway and wrap-up

5 mins.

The student completes the sentences and says them aloud. Read the takeaway and ask the student to say three times and three activities for tomorrow.

Possible answers: "experiment, repair, meeting"; "Astronauts sleep eight hours a day."; "I wake up at 6:00 and then I have a shower."

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+. Optional extension / homework

Check: 40–60 words; present simple with correct forms; times; sequence words. Model: "I wake up at 6:00. Then I have a shower and I get dressed. After that, I have breakfast with my family. I go to work by bus. I usually get home at 7 p.m."

✓. Did the student reach the objectives?

- Can the student say the main facts in the infographic (sleep, exercise, meeting)?
- Can the student say and understand clock times?
- Does the student use the *-s* form with *he / she* correctly in most sentences?
- Can the student describe their own day in 5–6 sentences in order?

✓. Resource verification log

Resource	Institution / URL	Type · length	Checks (21 Oct 2026)	Result
A day in the life of an ESA astronaut (infographic)	European Space Agency (careers section) https://www.esa.int/About_Us/Careers_at_ESA/ESA_Astronaut_Selection/A_day_in_the_life_of_an_ESA_astronaut	Web page + infographic · about 2 min	Page and infographic load; information matches the exercises; free, no login; adult careers page (not a children's section); suitable for A1; not a language school	**Approved**

Photos: credits listed in the references (Unsplash). No image links are included in the worksheet.

References

European Space Agency. (n.d.). *A day in the life of an ESA astronaut*. https://www.esa.int/About_Us/Careers_at_ESA/ESA_Astronaut_Selection/A_day_in_the_life_of_an_ESA_astronaut

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