



DAILY ROUTINES - A2

I. About this lesson

Topic: DAILY ROUTINES

Lesson title: These are my daily activities!

Subject: English as a Foreign Language (EFL)

Level: A2

Timing: 50 minutes

Resources: digital comic tools

Learning objectives:

By the end of this lesson, the students will be able to:

- learn how to express regular, daily routines in communicative activities;
- use Present Simple Tense in different exercises about daily activities;
- assimilate the lesson vocabulary pertaining to daily routines.

Materials needed: blackboard or video projector



II. Lesson scenario

1. Instructions for the teacher

When we talk about daily routines, we usually use present simple to describe activities that happen regularly while showing the duration of an action and the time when it occurred. These categories are usually found together, but the teacher can use chunks of this large lesson and teach them separately.

Introduction

- a. In order to introduce the lesson to the students, the teacher may start by offering his or her personal example, highlighting the moments of the day and the verbs used together with specific vocabulary and phrases.

TEACHER'S DAILY PROGRAMME

In the morning I usually wake up at seven o'clock. I open the window to let the fresh air in, I brush my hair and my teeth and then I have breakfast. I start teaching at eight o'clock.

In the afternoon I sometimes go shopping after my classes. I take a look at the news and check my e-mails. We have lunch together and then I play with my daughters in the park or visit our grandparents. We always have fun together.

In the evening I have dinner with my family and sometimes we go to the cinema. I never go to school in the evening. Time passes quickly when you have a busy day!



Although grammar and vocabulary used for daily activities are found together, the teacher could, for example, teach grammar and vocabulary separately, depending on the students' eagerness to progress.

- b.** Time to practise! Based on the pictures in the four panels in the exercise 1 of the worksheet and using the adverbs of frequency indicated in each panel, the students can write sentences for each moment of the day, using the first person in the singular, then switch to the third person in the singular. They work individually for this task, but they can share their sentences with their classmates to compare routines. They can also add speech balloons to the panels to have fun.

Answers' examples for exercise 1:

- I always play basketball in the afternoon.
- I usually go shopping in the morning.
- I sometimes work in the garden in the evening.
- I never eat fast food.

Grammar for daily routines

It is the best opportunity to reinforce Present Simple while talking about daily routines. The same goes with the adverbs of frequency or learning how to tell the time in English! Basically, when we teach DAILY ROUTINES, we can use the following grammar categories: Present Simple to use verbs correctly, adverbs of frequency to show the duration of an action, and time to anchor the action. Reminders can be found the exercise 2 in the worksheet.

- a.** Print the worksheet with the exercise 2 and distribute it among students.
- b.** Ask your students to complete the exercise individually.

Answers from task 1:

7 AM	8 AM	12 PM	1 PM
			
WAKE UP	HAVE BREAKFAST	READ THE NEWSPAPER	HAVE LUNCH
3:30 PM	5 PM	7:15 PM	9 PM
			
TAKE A WALK IN THE GARDEN	DRINK TEA	HAVE DINNER	GO TO BED

Answers from task 2: wakes up, has, reads, has, takes, drinks, has, goes

VOCABULARY for daily routines

To present the vocabulary which helps the students assimilate the grammar categories above, the teacher can use the British Council video and listening material to familiarise the students with words and phrases about daily routines. This lesson can be pre-taught so that students may already have this vocabulary to work with. British Council offers several exercises on this topic which students can do here: [Daily routines | LearnEnglish Kids | British Council](#) and here: [My day | LearnEnglish Kids | British Council](#)



- a. For more practice, the teacher introduces an element of surprise: "Let's practise daily activities with Count Dracula!". The third exercise of the worksheet about Count Dracula's 'rituals' in the morning will get the students involved in the task. They are told to make sentences first with "I" and then with "he".
- b. The students have to build sentences using the prompts and the grammar categories studied. They can add other activities for Count Dracula, as well.

Answers' examples for exercise 1:

- I **don't wake up very early** in the morning.
- Count Dracula **doesn't wake up very early** in the morning.
- I always **brush my teeth** after breakfast.
- He always **brushes his teeth** after breakfast.

HINT: The teacher can introduce to the students the legend of Count Dracula. He was a real Romanian prince and his real name was Vlad III Dracul. He didn't like thieves and the people who came to conquer his land that is why he always punished them. His nickname was Vlad the Impaler, after his method of punishment. But ... he was not a vampire! Bram Stoker wrote his book "Dracula" based on the same prince who lived in the Carpathian Mountains, isolated in a dark castle.



Evaluation

- a. The students accept Count Dracula's challenge and start writing to him an e-mail. They pay attention to the present simple, use time expressions to divide their piece of writing in logical moment and the adverbs of frequency studied in order to tell the count how often their activities occur in the morning.
- b. The teacher will assess:
 - the vocabulary used, especially the set phrases for routines (have breakfast, get dressed, go to school, etc.)
 - present tense, with particular attention on the correct use of verbs at third person in the singular
 - the position of the adverbs of frequency
 - spelling
 - the overall aspect of the paper

2. Worksheet for the students

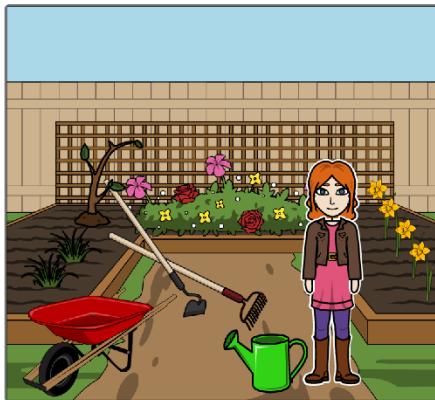
EXERCISE 1: ADVERBS OF FREQUENCY

Based on the pictures in the four panels below, write sentences for each moment of the day, using the first person in the singular, then switch to the third person in the singular. Don't forget to use the adverbs of frequency indicated.

I always



I sometimes



I usually



I never





EXERCISE 2: PRESENT SIMPLE TENSE AND TIME EXPRESSIONS

Grammar reminder:

PRESENT SIMPLE TENSE

Definition: Present Simple Tense expresses, in this case, regular or habitual actions.

Formation: S (subject) + V (verb) base form

Important aspects: Questions are made with **DO** and negative forms are made with **DO NOT** or **DON'T** (short form).

In the third person singular (he, she, it), **-s** or **-es** is added. Questions are made with **DOES** and negative forms are made with **DOES NOT** or **DOESN'T** (short form) when the subject refers to he, she or it.

Spelling rules for verbs in the third person singular:

Most verbs take **-s**: walks, tells, sees, runs, works, writes, takes, arrives, etc.

Some verbs take **-es** after the verbs ending in **-s, -x, -z, -sh, -ch, -tch, -o**: misses, waxes, buzzes, washes, watches, matches, goes.

Verbs ending in vowel and **-y** do not change their form: says, plays, pays, buys, enjoys.

Verbs ending in consonant and **-y** change **-y** into **-i** and add **-es**: try-tries, fry-fries, carry-carries, worry-worries, study-studies.



Table 1: Affirmative, negative and interrogative sentences

	Affirmative	Interrogative	Negative
I	I go to school	Do I go to school?	I don't go to school
You	You go to school	Do you go to school?	You don't go to school
He, she, it	He goes to school	Does he go to school?	He doesn't go to school
We	We go to school	Do we go to school?	We don't go to school
You	You go to school	Do you go to school?	You don't go to school
They	They go to school	Do they go to school?	They don't go to school

Table 2: Adverbs of frequency

	Examples	%
Never	I never go to school in the evening.	0
Sometimes	She sometimes goes to the cinema.	25
Usually	They usually wake up at seven o'clock.	75
Always	You always visit your grandparents.	100

Table 3: What time is it

Examples	Symbol
Seven o'clock (sharp)	7:00
Half past seven	7:30
A quarter (15 min.) Past seven	7:15
A quarter (15 min.) To seven	6:45
Midnight	00:00
Noon	12:00

Task 1: Study the spidergram below and put in order the panels according to the specified time.

<p>9 PM</p>  <p>GO TO BED</p>	<p>12 PM</p>  <p>READ THE NEWSPAPER</p>	<p>3:30 PM</p>  <p>TAKE A WALK IN THE GARDEN</p>	<p>8 AM</p>  <p>HAVE BREAKFAST</p>
<p>5 PM</p>  <p>DRINK TEA</p>	<p>7:15 PM</p>  <p>HAVE DINNER</p>	<p>7 AM</p>  <p>WAKE UP</p>	<p>1 PM</p>  <p>HAVE LUNCH</p>

Task 2: Read the daily schedule below and use the verb phrases in the spidergram to fill in the sentences in each panel. Use Present Simple Tense to show the Queen's daily routines.

Queen Elizabeth's daily routines

7 AM

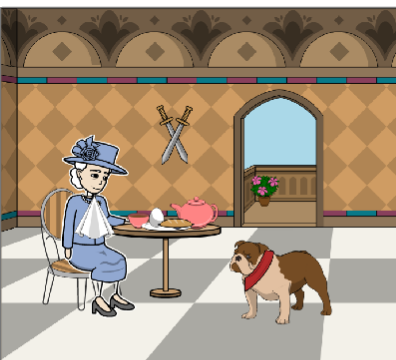


What a beautiful morning!

Mon Mar 01 2021

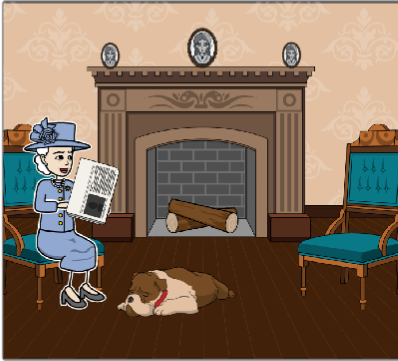
The Queen _____ at seven o'clock in the morning.

8 AM



She _____ breakfast at eight o'clock in the morning.

12 PM



She _____ the newspaper at noon.


1 PM



I have to meet the bishop after lunch!

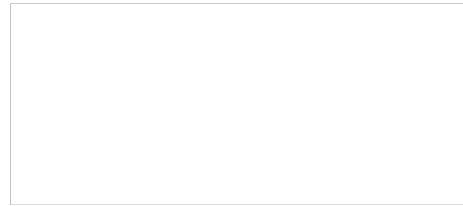
She _____ lunch at one o'clock.

3:30 PM




She _____ a walk in the garden at half past three in the afternoon.

Mon Mar 01 2021



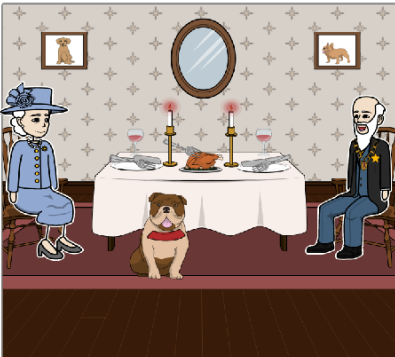
5 PM



She _____ tea with her friend at five o'clock in the afternoon.

Mon Mar 01 2021

7:15 PM



She _____ lunch at a quarter past seven in the evening.

Mon Mar 01 2021

9 PM



She _____ to bed at nine o'clock at night.

Mon Mar 01 2021

EXERCISE 3: ROUTINES TO PROMOTE COMMUNICATION

Build sentences using the prompt below and the grammar categories studied. Feel free to add other activities for Count Dracula, as well.



Count Dracula

What do you do in the morning?

MY ACTIVITIES IN THE MORNING

-  wake up very early
-  brush my teeth
-  have breakfast
-  play with my dog
-  send emails
-  read the newspapers



EVALUATION EXERCISE:

Write an e-mail to Count Dracula telling him about your morning activities.

(Use 40 to 60 words).

Dear Count Dracula,

I usually wake up at _____

Write soon,



III. Modification and differentiation ideas

For those students who can write more because they master the English language better, they can write 50 to 60 words. Or, they may explore their writing skill describing their activities for a whole day, week or month.

IV. References

Digital comics tools: www.storyboardthat.com and www.canva.com

Learning material: Daily routines | LearnEnglish Kids | British Council