

Routines and habits

Topic

Daily routines and times

Aims

- To revise telling the time and days of the week
- To present the vocabulary of daily routines
- To practise the present simple, first and third person singular

Age/level

Primary
CEFR level A1/A2

Time

60 minutes

Materials

1. teaching clock or old wall clock with movable hands
2. flashcards for the days of the week
3. flashcards and word cards for daily routine activities, such as:
<https://learnenglishkids.britishcouncil.org/en/flashcards/daily-routines-flashcards>
4. A4 paper folded into eighths, one per learner

Introduction

This lesson focuses on vocabulary to talk about daily routines and using the present simple in the first and third person. First, learners will review telling the time and days of the week. Language to describe daily routine activities will then be introduced, and learners will answer questions about their own daily routines as well as find out about their classmates' routines. Finally, learners will play a game to practise using the present simple in both the first and third person, and there are some additional suggestions for review and follow-up activities.

Procedure

1. Revise telling the time and days of the week

You could do this by using a clock where you can change the time. Set a time on the clock and ask learners, 'What time is it?' If they answer correctly, drill the answer. Then ask the learners to draw their own clocks (or use real clocks) to ask each other the time. Monitor to check there are no problems.

	<p>You could review the days of the week using flashcards. Put them in order on the board, face up, and ask, 'What day is it today?' When they answer correctly, point to the relevant flashcard and drill the pronunciation. Then turn the other flashcards over, facing the board. Can they remember which days of the week go where?</p>
2. Talking about daily routines	<p>Introduce daily routine vocabulary using flashcards.</p> <ul style="list-style-type: none"> • Show learners the first flashcard, e.g. 'get up'. You may also like to mime the action. Say, 'I get up at 7 o'clock.' • Encourage choral repetition, then individual repetition. You may need to say the model sentence a few times before getting them to repeat it. • Ask learners 'What about you? What time do you get up?' Elicit answers from different children in the class. You could also ask, 'What time do you get up on Saturday and Sunday?', to get a variety of answers, and this often generates real interest from the learners about their classmates! • Present the other flashcards in the same way. Stick them on the board as you present each one. The children will by now have exchanged quite a lot of information about their daily routines and they will have discovered each other's bedtimes as well as how late some of them get up on Sunday!
3. Matching word cards and flashcards	<p>This can be done on the board if the class needs a quiet activity or the cards can be handed out to different children if a more stirring activity is appropriate.</p> <ul style="list-style-type: none"> • Arrange the flashcards on the board in random order and hold up a word card, for example 'have a shower', which you read and place next to the appropriate flashcard. • Hold up a second word card which you present in the same way, and ask for a volunteer to come and place it next to the appropriate flashcard on the board. Continue until all the word cards are on the board. • Next distribute the flashcards and word cards among the learners and write some different times on the board. Say, 'I get up at quarter past seven', and ask the two children with the matching cards to stand up and put the cards on the board next to the correct time. • Continue until all the cards are on the board. This activity can be made more challenging if you do not follow a chronological order. <p>This activity can be repeated several times so that as many children as possible participate. They can also take over the oral production involved.</p>
4. Talking about other people's daily routines	<ul style="list-style-type: none"> • Draw a grid on the board with five lines and two columns. In column one, write one of the learner's names. Ask them what time he or she gets up. Stick the 'get up' flashcard on the board to remind the learners that this grid gives information about what time they get up.

	<ul style="list-style-type: none"> • On line 1, column two of the grid, next to the learner's name, write the time he or she gets up. Read the information out, e.g. 'Alex gets up at half past seven.' • Ask further learners, filling in the lines in the same way and eliciting full sentences from the class. If appropriate, you can write the sentence on the board, adding the 's' for the third person singular in a different colour. <p>This sentence-building activity can be repeated with other flashcards such as 'have a shower' and 'watch TV'. The children can take over filling in the grid on the board from the information given by classmates.</p>
5. Memory review game	<ul style="list-style-type: none"> • Demonstrate the game with a group of six children first. The first player says, for example, 'I watch TV at six o'clock.' The second player repeats the information in the third person and then adds a sentence about themselves, e.g. 'Anna watches TV at six o'clock. I watch TV at half past six.' The third player repeats the information given by the first two and adds his own, and so on. • If one of the players forgets any of the information, the game has to start again. This can be played by several groups at the same time if you have a large class, or you can monitor one group at a time, while the other children draw their daily routine in their notebook, for example.
6. Follow-up	<ul style="list-style-type: none"> • Ask for a volunteer to come and mime one of the actions for the others to guess. You can leave the word cards on the board to begin with and gradually remove them. • Each child can illustrate their daily routine with a simple comic strip. Fold an A4 sheet of paper into eighths and open it up again so that there are eight squares. Ask the children to do one drawing in each square and write the appropriate sentence underneath, if writing is appropriate for your learners. The comic strips can then be displayed in the classroom.

Contributed by

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