



SEQUENCE: DAILY ROUTINES

Aim:

To talk about myself and my routines, real and imagined.

- Recognise basic vocabulary related to daily routines.
- Relate the routines to the time of day and/or the day of the week.
- Understand and put questions about daily routines and reply to them.
- Talk about routines using the vocabulary that has been studied.

Text type: description

Phase 1 (*whole class*)

Revision

- Show a large wall clock or one made of cardboard. Indicate different times and for each one ask what time it is.
- Draw a large clock on the board or use the cardboard one. Ask for volunteers to show with their arms the time that the teacher says. The first volunteer, with his back to the class, shows a time with his arms and asks the class: 'What time is it?'

Phase 2 (*whole class*)

Presentation of the topic and setting up the objectives

- Put up flashcards or magazine cuttings showing actions related to routines: reading, studying, walking, eating, getting up, going to bed, etc.
- Ask the pupils what they can say about themselves: what they are called, how old they are, where they are from, what time it is, etc. Encourage them to say it out loud. Then, while indicating the illustrations on display, ask them if they also know how to express their habits. Encourage to say others that they know.
- Explain that they will work on how to describe the routines and at the end of the unit they must try to describe a day in their lives. Ask the pupils to think what is the



minimum number sentences they think they can say: five, six, seven? If it seems suitable, they can be asked to do it in groups and write them down.

Phase 3 (*grup work*)

Look for the vocabulary

- Describe daily routines with the help of mime and gestures.
- Do the same but this time by showing flashcards of the chosen routines at the same time as saying them, for example: *get up, take a shower, have breakfast, go to school, read the newspaper, cook dinner, read e-mails, watch TV, go to bed.*
- Show the flashcards again and encourage the class to say what they remember.
- Divide the class into four groups and ask them to try to remember the actions and to add others that they do regularly. Provide various reference materials where they can find the information they need, for example: picture dictionaries, flashcards, magazine cuttings showing routines, etc.
- Give them time and then have a plenary to share the results. Comment on which tool was the most useful for this activity.

Phase 4 (*whole class*)

Song and miming game

- Act out daily routines with the help of gesture and mime. For example: simulate that the alarm clock rings, that it stops, that someone gets up and says *I... at eight.*
- Ask for volunteers to simulate a routine. The class has to find out by asking questions, for example: *Do you get up at eight?* When they have got it right, the volunteer who has acted it out says the whole sentence.
- Sing the song about routines. First the teacher sings it using appropriate gestures and mime. Then the words are handed out and groups are encouraged to sing; first each group can sing one verse, and then the class can sing the whole song together.



Phase 5 (*teams*)

Listen and find your partner

- Put up the flashcards of the selected routines with an indication of the time that they are carried out. The teacher says one, for example: I go to bed. The pupils point to the right flashcard and say the sentence adding the time indicated.
- Divide the class into two groups. Each member of one group gets a flashcard and each member of the other group gets a time. The teacher says a routine and a time. The pupils that have the right cards stand up and say the sentence, for example: *I go to school at half past eight.*

Phase 6 (*whole class and teams*)

Listen to the story. Show the action and the time

- The pupils listen to a story of the daily routines of someone well known.
- The class is divided into two groups. One group is given flashcards with the routines that have been mentioned and the other is given flashcards with clock showing the time of each routine.
- The pupils listen to the story again. When a routine is mentioned, each group has to show the card that corresponds.
- The activity can be repeated with each group having both sets of flashcards.

Phase 7 (*individual and pair work*)

My routines. Draw and say

- Each pupil is given a sheet with a series of 4 or 5 drawings of daily activities and the face of a clock. The drawings can be different for each pupil. The pupils have to draw the time when they usually do each action. They can leave out the drawings of actions that they do not do.



- Divide the class into pairs. Each member of the pair asks the other if he does one of the routines that appear in the drawings and, when he gets one right, the partner replies with the complete sentence.

Phase 8 (*group work*)

Listen and fill the chart

- Divide the class into groups of three or four. The teacher has three or four recordings of a child from a specific country explaining the things he does on certain days of the week. The routines should be attractive and suitable for the age of the pupils. Each group is given a recording and a checklist that has to be filled in with some of the details from the recording, for example, name, age, country, some of the routines mentioned. Allow enough time for each group to complete the task.
- Reorganise the groups so that each new group includes pupils that have listened to different recordings. Each group is given the checklists corresponding to the different recordings. One of the group members, with the help of the completed checklist, explains in the first person who he is and what he does. Then the group listens to the recording to check that what has been said is correct. Then the other members do the same.

Phase 9 (*group work*)

My favourite routines

- Show flashcards or drawings of the routines that have appeared in the recordings; if suitable, others can be added.
- Ask different pupils if they do the routines that are illustrated, for example: *Do you go to the circus/ cinema? When do you go to the cinema? On Sundays?, etc.* Encourage the pupils to say other things that they do.



- Divide the class into groups of four. Have ready vocabulary reference materials: picture dictionaries, flashcards with the drawing and name of a routine, posters with different routines and actions, etc. Each group can also have a sheet with help, for example sentences that include the days of the week and times, with the corresponding preposition.
- Each pupil chooses the two routines that he likes best. They can be invented ones, but they have to find them attractive. The group talks about the routines that each member has chosen. It is important that each member draws two routines and that all of them are different.

Phase 10 (*group work*)

Make a poster

- Keep the same groups as in Phase 9. Each group selects, orders and pastes the different drawings. It can be suggested that each group chooses a name for their poster.
- Before the posters are hung in the classroom, each pupil chooses three or four routines and says them to the others in the group. For example, *I play with my friends after school. I have dinner at a restaurant on Saturdays, etc.* If someone makes a mistake, the others help him.

Phase 11 (*individual and small group work*)

A day in my life

- Ask all the pupils to prepare a description, real or imagined, of a day in their lives. It can be suggested that they choose a name and country of origin and that they prepare their description on the basis of the chosen personality. They can write it down as an aide-mémoire.



- With the descriptions prepared, they can be explained among the members of the group. The descriptions should be recorded.
 - o Finally, the group prepares a dramatisation of their routines. They can do this with one member of the group introducing each of the members. Any groups that wants to can also adapt the routines that they present to the music of the song that they have worked on. If it is possible, this can be videoed.

Work on the Portfolio:

- Assess the ability to 'understand and speak'. Adapt the descriptors to what has been done.
- Understand questions and simple descriptions about daily routines.
- Say things about myself; describe my daily routines.

Remind the pupils about the initial agreement. Assess whether this has been fulfilled or whether perhaps one has gone beyond it.