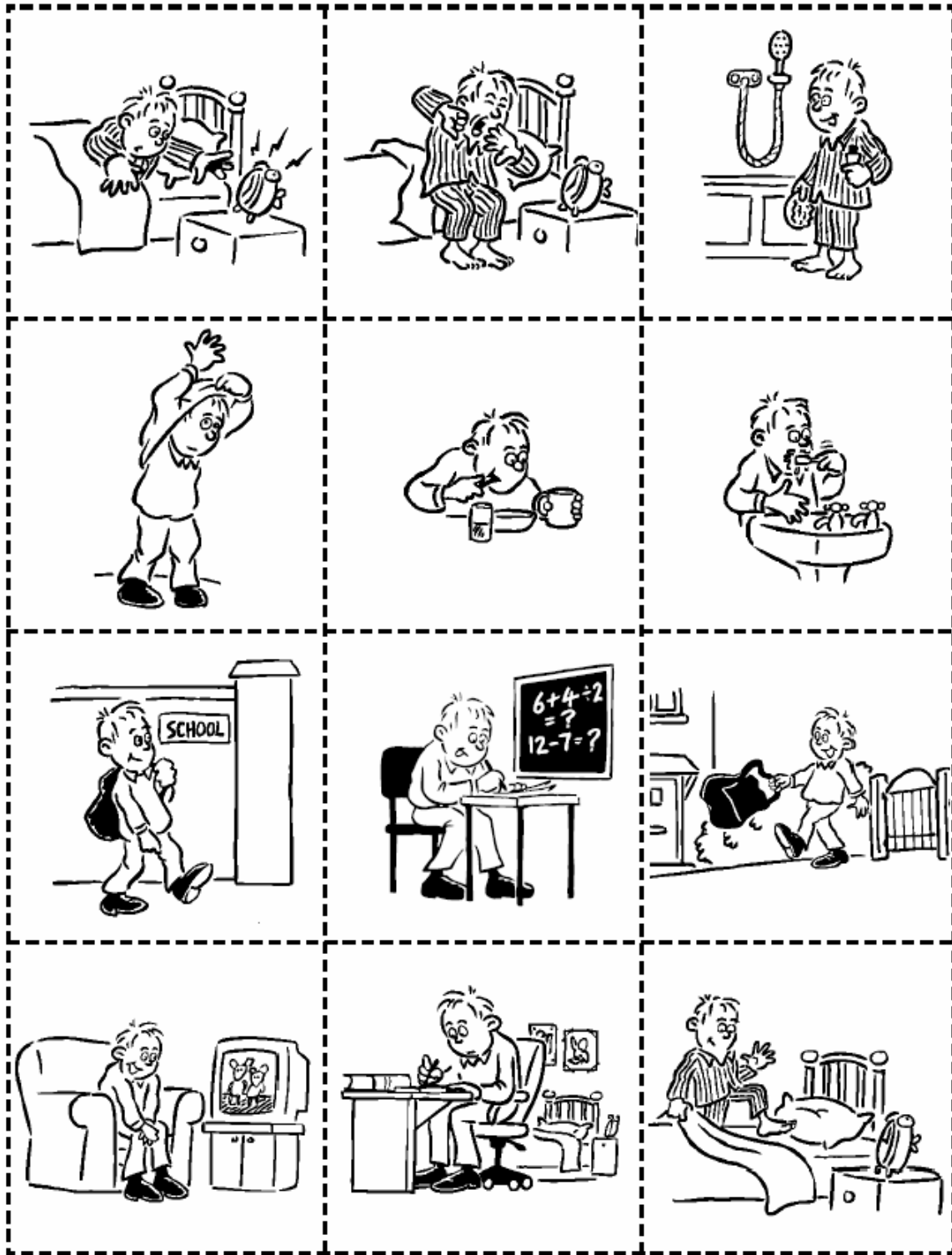
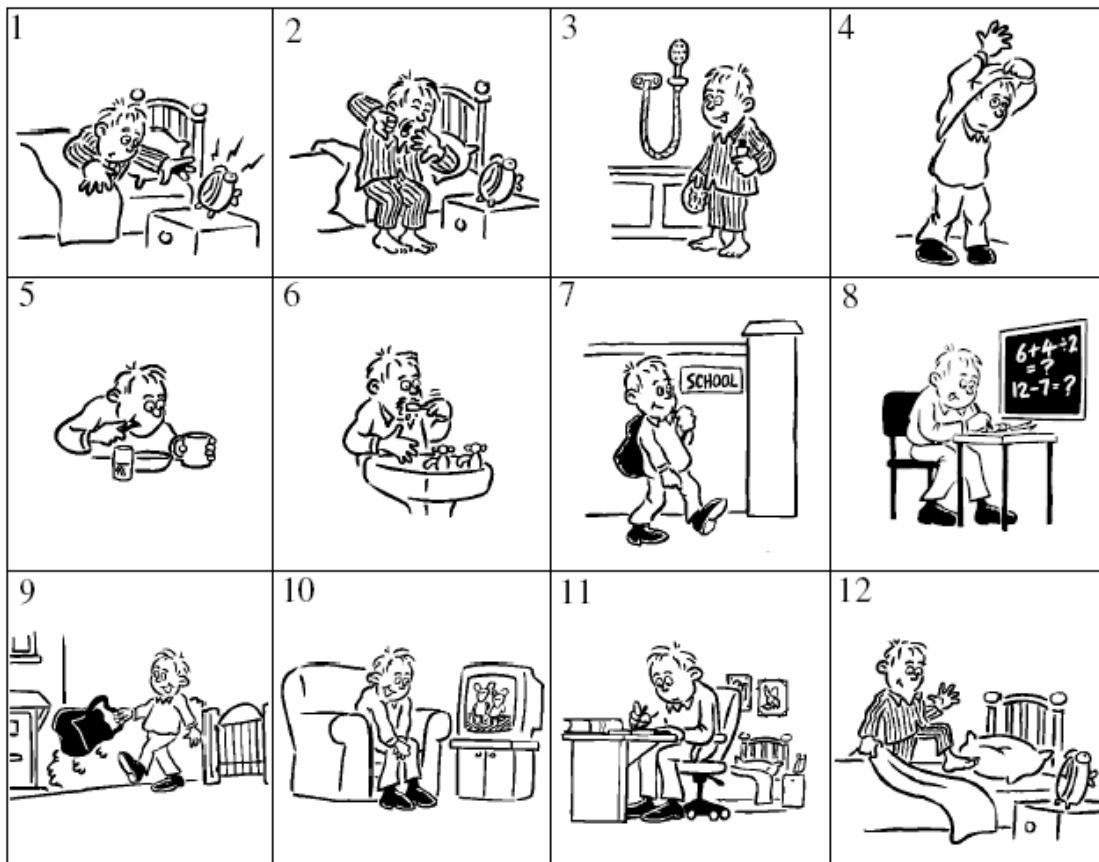


DAILY ROUTINES: WORKSHEET 3



DAILY ROUTINES: WORKSHEET 4



1. I wake up at _____.
2. I get up at _____.
3. I have a shower at _____.
4. I get dressed at _____.
5. I have breakfast at _____.
6. I clean my teeth at _____.
7. I go to school at _____.
8. I do my schoolwork at _____.
9. I go home at _____.
10. I watch TV at _____.
11. I do my homework at _____.
12. I go to bed at _____.

DAILY ROUTINES WORKSHEET 5



My name is _____. I usually wake up at _____ and get up at _____. I have a shower at _____ and get dressed at _____. I have my breakfast in the _____. I eat _____ for breakfast. I go to school at _____. I go home at _____. I watch TV at _____ and go to bed at _____.



Teacher's Notes

Level: Beginner

Aims:

- To present and practice typical daily routines in a meaningful way as well as to practice pronunciation and recognition of these routines.

Time: Approx. 45 minutes

Materials:

- 1 copy of Worksheet 3 per two children
- 1 copy of Worksheet 4 per child for the follow up activity
- 1 copy of worksheet 5 per child

Instructions:

- A. Before the lesson begins, cut up the twelve daily routines actions from Worksheet 3 and put them in envelopes, one for every two children.
- B. Mime the routines in order and get the children to copy the actions only. While you mime the actions say them as well.
 1. wake up
 2. get up
 3. have a shower
 4. get dressed
 5. have breakfast
 6. clean your teeth
 7. walk to school
 8. do your schoolwork
 9. go home
 10. watch TV
 11. do your homework
 12. go to bed
- C. Do the mimes again in order and ask the children to repeat the words after you as well as copying the actions.
- D. Then just say each routine (still in order) and get the children to do the actions without the picture.
- E. Then ask the children to independently say the words as well as doing the actions.
- F. Divide the class into pairs. Give each pair an envelope. Ask the children to get the cards out.
- G. Say one of the routines, e.g. *Wake up*. The children have to find the *Wake up* card and show it to you. Do the same with five cards by saying each routine and the pupils showing the right card.

- H. Repeat the process, this time changing the order of the routines.
- I. Finally explain that they are going to play bingo. Children must choose five of the cards and put the rest back in their envelope. Call out the routines at random and children turn over the right card when they hear one of their routines called out. Alternatively, you could mime the routines and get the children to call them out. The winner is the pair that turns all their cards over first.
- J. For revision, 1. Ask the students to fill up worksheet 5 based on their own routines. 2. Give out the envelopes a few days later and ask the children to put the twelve routines in order. Check around the class and revise the routines again by miming if necessary.