**TEACHING PLAN ON DAILY ROUTINES**

Aims:

* To learn typical daily routines in a meaningful way as well as to pronunciation and recognition of these routines.
* To practice typical daily routines in a meaningful way (in speaking and writing) as well as to practice pronunciation and recognition of these routines.

**OPENING**

1. Review the previous lesson (introducing ourselves and family)
2. Ice breaking: Ask students to do the word search

Daily Routine Verb Wordsearch

**Word list:**

|  |  |  |
| --- | --- | --- |
| **Get up** | **Go to bed** | **Brush my teeth** |
| **Drive** | **Wake up** | **Work** |
| **Walk** | **Leave my house** | **Have breakfast** |
| **Have a shower** | **Read** | **Write** |
| **Chat** | **Eat** | **Drink**  |

**Daily Routine Word Search**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **G** | **D** | **T** | **H** | **E** | **K** | **B** | **D** | **Q** | **V** | **N** | **O** | **P** | **G** | **R** |
| **E** | **A** | **H** | **C** | **G** | **Y** | **K** | **S** | **Q** | **W** | **B** | **T** | **B** | **Y** | **H** |
| **T** | **Z** | **T** | **X** | **W** | **N** | **R** | **E** | **A** | **D** | **S** | **S** | **U** | **U** | **H** |
| **U** | **A** | **E** | **X** | **G** | **Y** | **K** | **D** | **E** | **W** | **E** | **A** | **M** | **J** | **L** |
| **P** | **Z** | **E** | **C** | **J** | **T** | **O** | **L** | **I** | **S** | **T** | **F** | **C** | **A** | **E** |
| **G** | **O** | **T** | **O** | **B** | **E** | **D** | **W** | **E** | **R** | **I** | **K** | **B** | **G** | **A** |
| **A** | **Q** | **Y** | **C** | **D** | **Y** | **R** | **Z** | **A** | **H** | **R** | **A** | **N** | **Y** | **V** |
| **A** | **R** | **M** | **T** | **T** | **H** | **I** | **C** | **E** | **S** | **W** | **E** | **T** | **S** | **E** |
| **A** | **G** | **H** | **C** | **D** | **V** | **V** | **X** | **S** | **W** | **N** | **R** | **M** | **U** | **M** |
| **Z** | **H** | **S** | **B** | **P** | **U** | **E** | **K** | **A** | **W** | **N** | **B** | **A** | **A** | **Y** |
| **W** | **I** | **U** | **I** | **S** | **T** | **Y** | **H** | **F** | **O** | **D** | **E** | **D** | **G** | **H** |
| **S** | **G** | **R** | **S** | **E** | **S** | **H** | **R** | **M** | **R** | **C** | **V** | **A** | **U** | **O** |
| **X** | **T** | **B** | **B** | **I** | **U** | **O** | **Y** | **F** | **K** | **X** | **A** | **S** | **W** | **U** |
| **T** | **A** | **E** | **V** | **U** | **J** | **T** | **D** | **S** | **S** | **H** | **H** | **O** | **Y** | **S** |
| **A** | **H** | **V** | **F** | **R** | **T** | **G** | **J** | **K** | **U** | **I** | **A** | **H** | **M** | **E** |
| **P** | **C** | **E** | **R** | **E** | **W** | **O** | **H** | **S** | **A** | **E** | **V** | **A** | **H** | **N** |
| **V** | **D** | **Y** | **G** | **K** | **L** | **A** | **W** | **S** | **J** | **U** | **I** | **R** | **S** | **W** |
| **K** | **N** | **I** | **R** | **D** | **M** | **K** | **O** | **D** | **E** | **S** | **H** | **C** | **B** | **N** |

**PRESENTATION**

**Introduce the vocabulary**

1. Introduce the words of daily routines (use the following pictures)



Wake up

Get up

Take a shower

Get dress

Eat breakfast

Brush teeth

Go to school/campus

Study

Go home

Watch TV

Do homework

Go to bed

1. **Mime** each activity and let students guess what it is.
2. Say a verb and ask the students to mime it.
3. Ask one student to mime an activity and the rest of the class to guess what it is.

**PRACTICE**

1. Practice the vocabulary in a reading text.

My name is Dony. I usually **wake up** at 5.00 but I get up at 5.15 and brush my teeth. Then, I read the bible and pray. After that, I take a bath and get dressed. At around 6, I have my breakfast and then I go to classes. I study from 7.15 to 16.00. I have my lunch break from 12.00 to 13.00. During break, I eat lunch, review my lessons and just chat with friends. I go home at 4.30 pm. At home, I take a bath, and watch TV. At around 7 pm, I eat dinner. Then, I review my lessons and go to bed at 10 pm.

1. Read the text for students to listen and understand.
2. Read and mime the text
3. Read the text and ask students to do the miming
4. Ask students to work in pairs: 1 read the text the other mimes the actions. (Then, let them take turn)
5. Completing Dony’s time table
6. Ask the students to read the text again and complete Dony’s time table.
7. Then, pick some students to retell Dony’s activities orally. (One student can retell Dony’s morning activities, another can retell Dony’s afternoon activities, and the last student can retell Dony’s evening activities.

**DONY’S DAILY ACTIVITIES**

|  |  |  |
| --- | --- | --- |
| **Morning Activities** | **Afternoon Activities** | **Evening Activities** |
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1. Pair Interview

Ask students to complete their daily activities (Just 2 or three activities for each time of day: Morning, Afternoon and Evening).

Ask each student to share their daily routine in a group or pair.

Ask them to use the table to write a paragraph about their Daily Routines.

**MY DAILY ACTIVITIES**

|  |  |  |
| --- | --- | --- |
| **Morning Activities** | **Afternoon Activities** | **Evening Activities** |
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CLOSING

1. Summing Up:

BOARD GAME (in a group)

They can use any object to represent themselves. And they can make 4 small pieces of paper and write the numbers 1, 2, 3, 4 (on each piece). Put each piece face down. Each player can take a piece and move their object according to the number on the paper.

Whenever each player lands on a box with a picture, they have to say the word and make a sentence using the word/expressions.

The goal is for each player to reach the finish line.

1. Cooling down

GUESSING GAME/MIMING GAME

If you still have the time, you can try guessing game (miming game) to guess the daily activities.

* Divide the class into two big groups. Let them choose 10 words to mime to the other group.
1. Closing Prayer