### Teachers Notes:

**Level:** A1 - Elementary  
**Topic:** My Daily Routine  
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**Lesson Aim:** To introduce students to vocabulary related to common daily activities  
To develop spoken interaction – discussing personal daily routines  
To develop written production – to write your daily routine

**CEFR Student Learning Outcomes:**

**Reading:**  
I can look quickly through simple, factual texts and identify information that might be of practical use to me.

**Listening:**  
I can understand people if they speak very slowly and clearly about simple everyday topics.

**Spoken Interaction:**  
I can ask and answer simple questions and respond to simple statements on very familiar topics (student life) if I can get help.

**Written Production:**  
I can write simple sentences about myself, for example, where I live and what I do.

**Lexical Aim:**  
To introduce vocabulary related to daily routines such as:  
To wake up, to get up, to have a shower, to brush my teeth, to brush my hair, to go downstairs, to wait for the bus.

**Interaction Patterns:**  
Pair work  
Group work

**Preparation:**  
Prepare handouts  
Familiarise yourself with the story so that you can mime without referring to the handout too much.

**Task Time:** 90 minutes
Lesson:

**Procedure**

**Lead in:**
Write the following on the whiteboard:
- I have my breakfast
- I brush my teeth
- I get up

Give students two minutes to put them in the correct order. Get feedback.
Ask students to write two more morning activities to the list and then compare with their partners.

**Write the following on the whiteboard:**
**TRUE or FALSE?**
She doesn’t have a shower
She makes a cup of tea
She takes a taxi to school

Ask the class if they **THINK** the girl in the picture e.g makes a cup of tea? Get feedback from class.

Hand out ‘My Daily Routine’ text and ask students to find out if the sentences are true or false. Concept check understanding of true and false before starting this task. Get feedback.

Students now read the text again and underline any vocabulary they don’t understand. They now work with a small group to explain the difficult vocabulary to each other as you monitor and support.

**Mime show:**
Explain to students that you are going to mime the story for them. Give them an example – mime **waking up** and elicit the vocabulary from the class. Write it on the board.

Tell them there are **MANY** activities that they must write down. Mime the story for the class as they take notes. Afterwards, get some feedback from the class on what they can remember.

Now, in pairs, students ask each other the questions from the **Student A** and **Student B** question sheets. Encourage students to give full answers.