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| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: Daily Routine** |

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| Instructor:  Bo Hyun Sohn | Level:  Beginner | Students:  10 | Length:  30min |

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| Materials:   * Images of Daily Routine (printed) * Worksheet (list of vocabulary) * Daily routine worksheet(to fill in) |

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| Aims: By the end of the lesson Students will be able to   * Understand the simple present tense * Able to form daily routine sentences using simple present tense * Learn new vocabulary related to daily routines * Grammar terms won’t be used and will focus on eliciting information for the students to speak freely in real life situation |

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| Language Skills:   * Speaking : sharing their daily routine to the class * Reading : reading the daily routine written in the worksheet, and repeating it * Writing: filling in their worksheet (daily routine) * Listening: listening to the Teachers’ reading her daily routine and the class room mates’ daily routine |

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| Language Systems:   * Phonology: drilling * Grammar: using simple present tense for daily routine * Function : describing present tense verb |

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| Assumptions: Students already know   * Most of the vocabulary in the worksheets * How to express their daily routine |

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| Anticipated Errors and Solutions:   * Students might have difficulty understanding what to do with the worksheet 🡺 explain detail * Students might need more time to do their daily routine 🡺 give more time(3min) * Students might finish their worksheet earlier than expected 🡺 SOS plan. (give more time sharing their daily routine plan.) |

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| References:  Worksheet of daily routine(SOS activity):  <https://www.shutterstock.com/search/daily+activities?searchterm=daily%20activities&language=en&page=2>  Images of daily routine :  <https://ko.depositphotos.com/144561135/stock-illustration-modern-man-daily-routine-from.html> |

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| **Lead-In** | | | |
| Materials: white board, marker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 min | Whole Class | Students greet back  Student answers questions  I usually get up at \_\_\_\_\_\_  I usually eat breakfast around \_\_\_  I get out around \_\_\_ | Hello everyone, how are you today?  The weather seems to be quite cold this morning. Did you all manage to wake up early?  What time do you usually get up? Do you know the difference between “wake up” and “get up”? |

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| **Pre-Activity** | | | |
| Materials: worksheet (daily routine with images), white board, marker | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min. | Whole Class | You wake up at \_\_\_\_\_\_  You do stretching for 15min,  You go at 7:30.  Bo wakes up at 6:00. Yes.  I wake up at\_\_\_\_  She washes her face. | Procedure:  Instruction  I’m going to pass you a worksheet which is a daily routine.  What time does Bo wake up? Do you think she wakes up at 6:00 every day?  What time do you usually wake up?  After she wakes up, what does Bo do?  (keep on asking questions about the daily routine on the worksheet and also ask the student’s routine). |

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| **Main Activity** | | | |
| Materials: worksheet (vocabulary, Students to fill in daily routine) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 15min. | Whole class room | Listen to Teacher’s instruction  Students work on their daily routine referring to the worksheet. Share with their partner.  Students answer to CCQ and: do the daily routine(worksheet).  After finishing their daily routine the SS will share with their partner working in pairs.  Student to answer the Teacher and repeat.  Student to answer “He wakes up at\_\_\_”,  “She washes her face” | Instruction  I’m going to pass you a worksheet.  Write your daily routine using the vocabulary included in the worksheet. After you’ve finished, I would like you to work in pairs and share your routine with your partner.  (I give you 5 min)  CCQ  What do you have to do now?  Are there vocabularies in the worksheet to refer to?  After you’ve finished your daily routine, are you going to share it with your partner?  How many time to do you have?  (after 10min)  Now, let me put some of your examples on the white board using the verbs in the worksheet.  I wake up at \_\_\_\_(do you the difference between wake up and get up?)  I wash at \_\_\_  I eat breakfast at \_\_\_  I go to work at \_\_\_  I eat dinner at \_\_\_\_\_  I watch TV at\_\_\_\_\_  I sleep at \_\_\_\_  .Now, Karen what time does your partner Kaychan wakes up?  Sunny, what does Karen do after she wakes up?  Tiffany what time does Jean eats breakfast?  (keep asking questions to the students) |

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| **Post Activity** | | | |
| Materials: worksheets | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 7 min, | Whole class | Students answer the questions and repeat the sentences. | Instruction  As you’ve learned through this exercise, we have to put “s” after the verbs if you are using the 3rd person singular(She/He/it).  Can I ask to change the sentence “I wake up at \_\_” to She \_\_\_\_\_\_\_\_\_\_\_\_  Can I ask\_\_\_\_\_\_to change the next sentences  (ask students to write down the changes on the white board)  Now, what about “we, they, you”?  For example, Karen wakes up at 7:00. Sunny also wakes up at 7:00.==> They wake up at 7. I wake up at 7:00. Also Sung wakes at 7:🡺 We wake up at 7:00.  Kaychan sleeps at 10:00 and Jean also sleeps at 10:00. (point to them and ask SS) 🡺They sleep at 10:00.  Wrap up  I hope you all had fun today and learned how to describe your daily routine. |

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| **SOS Activity** | | | |
| Materials: Worksheet(to circle the right answer) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2min, | Whole class | Work on the worksheet(find out the write verb which expresses the picture.) | Instruction  I will pass you a worksheet.  Mark a circle to the correct answer which  describes the action in the pictures. Work in pairs and share the answers with your partner |