












# Daily Routines

Ref: EN\_PA\_1

## Introduction



[www.actintegration.eu](http://www.actintegration.eu)

	Description	In this lesson, learners are introduced to common daily routine expressions using visual flashcards. The teacher shows flashcards depicting various actions and models pronunciation. Learners engage in several enjoyable activities such as matching activities, pairing images with words or short phrases, which help them enhance their vocabulary and communicative skills.			
	Age	6-9 years		Language Area	Vocabulary
	Proficiency Level	A2		Authors	Maria Martzoukou & Athina Nachopoulou
	Subject	Language		Duration	30 - 40 minutes
	Links with Language Curriculum	Vocabulary - verbs (daily routines)			
	Rationale	This communicative and group protocol makes it easier for learners to acquire basic vocabulary in an engaging and enjoyable way.			

# Introduction



## Aims

Through this protocol learners are expected to:

- Develop receptive and productive language skills
- Enrich their vocabulary
- Strengthen their communication skills
- Strengthen their relationship and communication with each other



## Equipment and Material Needed

- Printed images

## Instructions Step by step development of the activity (preparation, implementation, summing up, reflection)



### 01 | Preparation - Vocabulary Selection

- Choose words that are suitable for mime, i.e. words that can be expressed or represented through gestures, such as verbs.
- In sample teaching the subject matter is verbs describing everyday activities/routines.



### 02 | Starting Point

- Discuss with the learners what they do during the day.
- Using the brainstorming method, ask learners to say verbs that describe their everyday life.



### 03 | Aim Setting

- Present the objective to the learners, which is to learn verbs that describe everyday activities/routines.



### 4 | Introduction of New Vocabulary

- Show the learners all the words/verbs you want to teach, using pictures (printed or in a PowerPoint presentation on a computer).
- Write one of the verbs on the board and do the mime (body movements, facial expressions, gestures) while saying the word.
- Ask the learners to guess which picture corresponds to the verb you are imitating.
- Read the word out loud again to hear the pronunciation.
- Ask them to repeat after you.
- Continue this process until all the verbs are shown.



## 05 | Material processing - Game

### Part A:

1. Divide the learners into small groups.
2. Ask one (different) member of each group to imitate a verb they choose, while the rest of the group tries to guess the word.
3. Alternatively, a different learner can imitate one verb at a time and the rest of the class can try to guess the word.
4. Encourage learners to correct their movements/gestures/expressions or provide additional clues if other learners have difficulty guessing the word.

### Part B (Optional) – “Simon says”:

5. Explain to learners that in this game they should only follow the instructions when the phrase "Simon says" (you can replace Simon with another name) is included at the beginning.
6. We start by providing some examples using simple commands. For example, "Simon says stand up" (learners should stand up) and "Clap your hands" (learners should not do this, as the phrase "Simon says" is not included at the beginning of the command).
7. Then we can embed the target words in the commands. For example, "Simon says brush teeth", "Wake up", etc.

We can allow the learners to take their turn to play the role of "Simon". They can create their own commands using the target words and the rest of the group should only follow them if "Simon says" is included.



## 06 | Summing up

- Announce that all teams win for their participation.
- Remind the learners of the verbs you taught by showing the corresponding images with the names below them.



## 07 | Practice

- You can use the activities provided in the Appendix to further practice the vocabulary taught.



## 08 | Reflection

- Provide the corresponding worksheet for learners to practice in class and/or at home.

## Useful Tips

01

Expect the process to be noisy! Allow the learners to speak loudly, laugh, and enjoy themselves!

02

To help learners recognise the importance of multilingualism, you can ask them to name the verbs in their own language. You can even write the words/verbs they tell you on the board and try to find similarities between the words together.

03

It is a good idea to print out and give the learners the material you will present to them.

04

Depending on the language level of the learners you can choose how many verbs to teach.

05

You can provide conjugation examples for each category of verbs, but without focusing on the learners learning them.

06

If there are two or more pupils who have the same mother tongue, allow them to use it with each other. After all, creating bonds between them and a friendly and pleasant atmosphere are the aims of the activity.

07

You can politely ask learners who are more comfortable with English to help their classmates who have difficulties, even by translating the words into their mother tongue (if they know it).



## 01 | Flashcards



## 01 | Flashcards

10



11



12



13



14



15



16



17



18





## 01 | Flashcards

19



20



21



22



23



24



25



26



27



# Activities

## 01 | Match Words to Pictures

	<p>I put clothes on</p> <p>I clean my ears</p>	
	<p>I wake up</p> <p>I drink (milk, water)</p>	
	<p>I brush my teeth</p> <p>I comb my hair</p>	



# Activities

## 01 | Match Words to Pictures



I go to school  
I read



I write  
I play with the  
toys



I surf the  
internet  
I eat



# Activities

## 01 | Match Words to Pictures



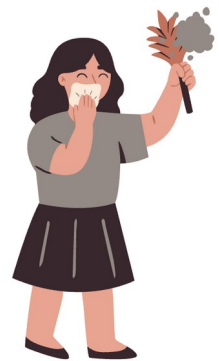
I watch TV

I play music



I sweep

I mop



I do the dishes

I dust



# Activities

## 01 | Match Words to Pictures

	<p>I make the bed</p> <p>I cook</p>	
	<p>I iron</p> <p>I swim</p>	
	<p>I listen to music</p> <p>I take a bath</p>	

## 02 | Find the verbs shown below in the following word search puzzle

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



### 03 | Describe your day as in the example

*Every morning, I wake up at 7:00. I wash and wipe my face. I drink milk and eat toast. I brush my teeth and put on my clothes. I make my bed and run to school! At school I read and write. I play with my friends. When I go home, I eat my lunch and read. In the afternoon I help my mom with the housework. I really like to dust and water the flowers. Then I listen to music or I paint. I go to bed at 9:00 in the evening.*

This image shows a blank sheet of white paper with horizontal blue lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

# Answers







Match words to pictures:

	<p>I put clothes on</p> <p>I clean my ears</p>	
	<p>I wake up</p> <p>I drink (milk, water)</p>	
	<p>I brush my teeth</p> <p>I comb my hair</p>	






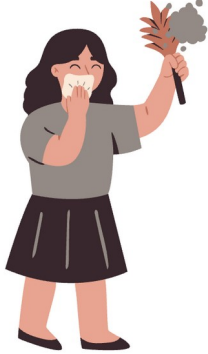


# Answers

Match words to pictures:

	<p>I go to school</p> <p>I read</p>	
	<p>I write</p> <p>I play with the toys</p>	
	<p>I surf the internet</p> <p>I eat</p>	







# Answers

Match words to pictures:

	<p>I watch TV</p> <p>I play music</p>	
	<p>I sweep</p> <p>I mop</p>	
	<p>I do the dishes</p> <p>I dust</p>	

# Answers

Match words to pictures:

	<p>I make the bed</p> <p>I cook</p>	
	<p>I iron</p> <p>I swim</p>	
	<p>I listen to music</p> <p>I take a bath</p>	

# Answers

Find the verbs shown below in the following word search puzzle:

C	O	K	Z	Y	<del>D</del>	<del>U</del>	<del>S</del>	<del>T</del>
Q	E	K	F	W	<del>M</del>	<del>O</del>	<del>P</del>	<del>D</del>
I	R	P	J	R	N	H	N	R
F	E	S	D		U	L	H	
<del>E</del>	<del>A</del>	<del>T</del>	R	T	D	S	N	N
A	D	E	A	E	G	Q	E	K
A	E	J	W	<del>C</del>	<del>O</del>	<del>O</del>	<del>K</del>	E
E	V	<del>S</del>	<del>W</del>	<del>E</del>	<del>E</del>	<del>P</del>	F	J



## Notes

This image shows a blank sheet of white paper with horizontal blue lines. The lines are evenly spaced and run across the width of the page, typical of notebook paper or lined paper used for writing. There are no margins, text, or other markings on the page.