

# Week 4: Daily Routine

Yellow indicates goal is also intermediate level

<b>Students will be able to:</b>	<b>Necessary Vocabulary and Phrases:</b>
<ol style="list-style-type: none"> <li>1. Use "time" expressions in conversation               <ol style="list-style-type: none"> <li>a. Telling time, digital and analog</li> <li>b. Dates, days of the week, months</li> </ol> </li> <li>2. Use concepts of time and weather; everyday language about "seasons"               <ol style="list-style-type: none"> <li>a. Weather</li> <li>b. Clothes</li> </ol> </li> <li>3. Use prepositions: in, at, on, e.g.</li> <li>4. Use frequency adverbs: usually, never, e.g.</li> <li>5. Use verbs to describe routines: get up, brush my teeth, eat breakfast (these can be in the present, present continuous, or in the past depending on proficiency level)</li> <li>6. Talk about who in the family does what chores</li> <li>7. Use requests, giving and following directions, reading signs</li> <li>8. Discuss daily and leisure activities</li> </ol> <p><b><u>Grammar Verb Focus</u></b></p> <p>Ø Gram 1 – "To be" + contractions</p> <p>Ø Gram 2 – Regular verbs + contractions</p>	<p>*Concepts of time</p> <p>-days of the week, months, frequency as: every day, once a week, weekly; noon, midnight, tomorrow, Mondays, March 5<sup>th</sup>, 6<sup>th</sup></p> <p>-Meet me at a quarter to two (is the same as 1:45)/ 1:15 (is the same as quarter after one); etc.</p> <p>-At the tone, the time will be 2:10 and 20 seconds; It's after two o'clock; It's 2:30; It's ten before two; etc.</p> <p>-Would you prefer to come in at 3:00 or 4:00? I'll come at three; etc. (answer correctly)</p> <p>-Pay on or before the 10th/ pay after/ pay each month; etc.</p> <p>*Concepts of weather/clothes</p> <p>-It's a sunny day;</p> <p>-He wears a large/medium; cotton; my shirt is blue; etc.</p> <p>-Overcast skies; scattered showers; rain; etc.</p> <p>-It's hot in here; Why don't you take off your jacket?; Turn off the fan; Close the window; etc.</p> <p>*Describing living situations</p> <p>-Mailbox; bus stop; trash pickup is on Mondays; I'm new in town; you pay the electricity; What's your zip code?; Who do you live with?; address; 713 Main St.; Please turn it on; Upstairs to the left/right; etc.</p> <p>*Appropriate Responses</p> <p>-eg. question: "How was your weekend?" answer: "I was sick all weekend" Proper responses: "Oh, I'm sorry. I hope you are feeling better; etc.</p> <p>*Understanding home maintenance</p> <p>-Problems with the sink; "What seems to be the problem?" It's stopped up; water won't drain; The stopper is loose; The faucet is leaking; etc.</p> <p>-Meanings of I'm sorry; meaning "No"; Do you understand?; "I'm sorry. Please say that again." vs. "I'm sorry to hear that."; etc.</p>

Goal	Level	Textbook Reference
<b>Goal #1: Use "time" expressions in conversation.</b>	<b>Literacy</b>	<p><b>The Basic Oxford Picture Dictionary, 2nd ed.</b> -- pp: 4-8; Every day time expressions (Seasons, calendar, times of day, the clock)</p> <p><b>The Basic Oxford Picture Dictionary, 2nd ed.</b> -- pp: 100 "Numbers 1 - 100" Useful for teaching and reviewing numbers. e.g. after reviewing 1-10 several times, mix them up for further reinforcement.</p>
	<b>Beginner 1</b>	<p><b>English in Action 1, 2nd ed.</b> -- p: 42-43 months, days, calendar - Starts with Months, Days, Date and including in filling the personal Identification. Speak Out in English, -- p:75-77 analog clock time-telling, being able to understand minute and hour hands and say the time accordingly.</p> <p><b>Interactive English, 1B</b> -- p:84-89 telling time, fill-in answers to questions about time, verbs with time (ex. leave/arrive).</p> <p><b>English in Action 1, 1st ed.</b>-- p: 124-126 answering questions about when/at what time, expressing duration of time spent, fill-ins for showing time on analog clock.</p>
	<b>Beginner 2</b>	<p><b>Interactive English 1B</b> -- pg: 80 appointment making and communication with businesses</p> <p><b>English in Action 2</b> -- p: 36, 78-80 (reading a clock, stating "clock" time or general time [late, morning, etc.] days of the week)</p>
	<b>Intermediate 1</b>	<p><b>English in Action 3</b> -- p: 21, 70, 127, 178 (expressions of frequency [twice, always...] and exercises for use)</p> <p><b>Interactive English 2A</b> -- p: 13 weather and temperature, 19 events scheduled for certain days.</p>
	<b>Intermediate 2</b>	

## **Suggested games/activities for goal 1**

- Games:
  - Game # 16 Time Dominos. This game is useful as a review of 'Telling Time.'
  - Game # 17/18 How To Tell Time. Great for tactile learning.
  - Game # 19. What Time is it?
  - Game # 20. Judy Clock - Class Pack
  - Game # 27. What's Inside - sequencing.
  - Game # 28. What Comes Next? - sequencing interlocking picture cards
  - Game # 29. Sequencing Cards - Turn time into a story. Use the cards with clocks picturing various time. Distribute 5 cards to each student. Have them write a story incorporating the times, e.g. My Day.
  - Game #11 - Build-A-Sentence
- Manipulatives:
  - "Total Physical Response" Activity: Have the student(s) respond to the following commands: Put it behind your ear. Put the pencil under the book. Put it behind your ear. Put it on your head, etc.
  - Use clocks and calendars to ask questions about everyday activities.
- Speaking Activities:
  - Practice using "in the" to describe times of the day and seasons.
  - Practice concepts of time: every, once a..., twice a..., on..., a.m., p.m. etc.
- Visuals:
  - Time Facts
  - Clock Faces w/ English Explanation
- Hanging Files:
  - Verbs to Describe Routines/ Time/ Frequency Adverbs
  - Prepositions/ Time Expressions (Reading)
  - Clocks

Goal	Level	Textbook Reference
<b>Goal #2: Understand concepts of weather and seasons</b>	<b>Literacy</b>	<b>The Basic Oxford Picture Dictionary, 2<sup>nd</sup> ed.</b> pp: 4, 6-8, 18-21, 49-50, 92, 93 -Provides vocabulary related to seasons, weather and clothing, telling time, times of day, and weather terminology.
	<b>Beginner 1</b>	<b>English in Action 1, 2nd ed.</b> -- p: 132, 139, 141 - Weather vocabulary  <b>English in Action 1, 1st ed.</b> -- pp. 73, 142, 144 - Learn the seasons and different types of weather.
	<b>Beginner 2</b>	<b>English in Action 1, 2nd ed.</b> -- p: 132, 134,139,141 (season names, weather in the seasons)
	<b>Intermediate 1</b>	<b>English in Action 3</b> -- pp: 128-143 (there are no specific season discussions in this text; Chapter 9 is about natural disasters, many of which are seasonal; provides vocabulary & exercises)
	<b>Intermediate 2</b>	

## **Suggested games/activities for goal 2**

- Games:
  - Game #11 - Build-A-Sentence
  - Game #0 - Pictionary
  - Game #20 - Judy mini Judy Clock Class Pack
  - Game #17/18 - Telling Time Flashcards
  - Game #31 - Scrabble Tiles
  - Game #29 -6-scene Sequencing Cards
  
- Writing Activity:
  - Ask questions about what clothes they wear in different seasons and have them write down their answers in sentences.
  
- Visuals:
  - Today's Weather
  - Weather
  - The Weather Is.....
  - The Sun Is Out
  
- Hanging Files:
  - Weather Matching Activity
  - Clothing Cards #1, #2
  - Weather Cards
  
- Speaking Activity:
  - Ask and discuss these questions with the students:
    - What is the weather today? Do you like this weather?
    - Do you like rain? What do you wear when it rains?
    - Which is your favorite season? Why? Do you like cold/hot weather?
    - Do you have a winter coat? Is it warm? Does the coat have a hood?
    - Do you wear a hat in winter? A scarf? Gloves?
    - In the summer, do you wear shoes or sandals?

Goal	Level	Textbook Reference
<b>Goal#3: Use Prepositions</b>	<b>Literacy</b>	<b>The Basic Oxford Picture Dictionary 2<sup>nd</sup> ed.</b> -- p: 54,78-79-Teaches prepositional phrases
	<b>Beginner 1</b>	<p><b>English in Action 1, 2nd ed.</b> -- p: 47, 48, 88-99, 220 (prepositions of location [in, on, next, etc.] and locations/directions) Uses preposition of location in active grammar, Map reading, Understanding and giving directions in the Public Library, Downtown and Internet direction</p> <p><b>English in Action 1, 1st ed.</b> - p: 91-103 (prepositions of location [in, on, next, etc.] and locations/directions) Practice of using prepositions in active grammar in using of map reading, and other public places like in library, downtown, park.</p>
	<b>Beginner 2</b>	<b>English in Action 2</b> -- p: 61-62, 71, 74-75 (vocab on 61, exercises using the vocab on other pages)
	<b>Intermediate 1</b>	<b>English in Action 3</b> -- p. 5, 15, 126 (prepositions of location are on p. 15; p. 5 has a floor plan and exercises using location prepositions; p. 126 reviews prepositions of time)
	<b>Intermediate 2</b>	<b>English in Action 4</b> -- pp: 175-177, 183-185, 195 (exercise on "looking at,in" etc.; story about where things are; preposition review; using prepositions with gerunds and verbs; grammar summary)

### **Suggested games/activities for goal 3**

- Games:
  - Write down a chore on a card. Have one student pantomime and another student guess.
  - Game #11 - Build-A-Sentence
  - Game #0 - Pictionary
  - Game #6.5 - Positions
  - Game #12 - Sentence Scramble
  
- Speaking Activity:
  - *The Basic Oxford Picture Dictionary, 2<sup>nd</sup> ed.*--p: 16, 28-29- List family relationships and housework/chores
  - Ask the student to describe where they live and who they live with.
  - Talk about the chores each family member does.
    - To generate lively discussion, ask them who should do each chore.
    - Ask students which chores they like or dislike.
  - Ask about the rooms in the student's home
    - Living room: Is there a TV in your living room?
    - Kitchen: Is there a table in your kitchen?
    - Bedroom - Is there a chair in your bedroom?
  
- Visuals:
  - Spin Dial Weather/Seasons
  - Prepositions poster - See "Grammar" file
  - Sentence Builder Flip Book
  
- Hanging Files:
  - House-related Nouns Cards #1 and 2
  - Rooms in a House Cards
  - Prepositions Cards #1, #2
  - Verbs to Describe Routines/ Prepositions
  - Prepositions/ Time Expressions (Reading)
  - Spatial Prepositions

Goal	Level	Textbook Reference
<b>Goal #4: Use frequency adverbs: usually, never, daily, weekly, etc.</b>	<b>Literacy</b>	Please use books/materials other than the Basic Oxford Dictionary.
	<b>Beginner 1</b>	<p><b>English in Action 1, 1st Edition</b>—p:167 (adverbs - always, sometimes, never) Adverbs in this page are right.</p> <p><b>English in Action 1, 2nd Editions</b> - p: 165, 222 (adverbs - always, sometimes, never) Adverbs in these pages are right.</p>
	<b>Beginner 2</b>	<b>English in Action 2</b> -- p: 82 (gives estimate of % for always, sometimes, etc., and gives numerical [once, twice])
	<b>Intermediate 1</b>	<b>English in Action 3</b> -- p. 21, 31 (has reviews/exercises for the frequency adverbs; provides a chart for estimates of % for frequently, sometimes, etc.)
	<b>Intermediate 2</b>	<p><b>English in Action 4</b> -- pp. 6-7, 19, 134-135, 146-147 (estimates of % for always, sometimes, etc.; grammar summary; indefinite time expressions [a few, seldom, etc.] practice &amp; grammar exercises)</p> <p><b>Interactive English 2B</b> -- pp. 7-10</p>



## **Suggested games/activities for goal 4**

- Games:
  - Game #11 - Build-A-Sentence
  - Game #3 - Daily Routine
  - Game #12 - Sentence Scramble
  - Game #43 - English on a Roll
  
- Hanging Files:
  - Verbs to Describe Routines/ Time/ Frequency Adverbs
  - Use Frequency Adverbs
  - Cooking Dialogue (two copies)
  - "A Day in the Life"
  
- Speaking and Writing Activity:
  - Ask the student to write answers to the following questions:
    - What does UPS stand for? How does it work?
    - How much does it cost to send a letter in the mail?
    - Does weight affect the cost of mail?
  
- Writing Activity:
  - Write down simple sentences and help the student fill in the blanks.
  
- Laptop/Computer Activity:
  - Have the student search online through various shipping services.
  - Find the cost to mail a one pound package from Baltimore to Mexico City.
  
- Visuals
  - Sentence Builder Flip Book
  - Adverbs 1 poster - See "Grammar" file
  - Adverbs 2 poster - See "Grammar" file

Goal	Level	Textbook Reference
<b>Goal #5: Use verbs to describe daily routines</b>	<b>Literacy</b>	<b>The Basic Oxford Picture Dictionary, 2<sup>nd</sup> ed.</b> -- pp. 14-15, p. 41 - Topics these pages are related for using daily routine verbs at home and at the supermarket.
	<b>Beginner 1</b>	<p><b>The Basic Oxford Picture Dictionary, 2<sup>nd</sup> ed.</b> -- p: 14-15 Describe routine verbs on these pages.</p> <p><b>English in Action 1, 1st ed.</b> -- p: 60 (daily routine verbs - cook, wash, listen, study, read, drink...) Daily routine verbs are on these pages.</p> <p><b>English in Action 1, 2nd ed.</b> -- p. 115, 202-203 (a variety of daily routine verbs - get, carry, ride, run, sleep, stay, rent, play...) Overview Daily routines verb and activities are on these pages by using tense.</p> <p><b>Speak Out in English, 2nd ed.</b> -- p. 42-43 to have/to need, activities where book asks if a student has something, and he responds that he needs it. AND pg. 158 how to express liking to do an activity (like +verb) AND p. 160-162 activities throughout the day, verbs within a schedule, and a schedule for student to fill in, asking what people do.</p>
	<b>Beginner 2</b>	<p><b>English in Action 2</b> -- p: 76-77, 81-84, 87, 205 (provides vocab and exercises for a range of verbs - make go, walk, play, work...)</p> <p><b>Interactive English, 1B</b> -- p. 66-67 daily routine vocabulary, conjugation of "to do" + activities for choosing correct verb conjugation.</p> <p><b>True Stories in the News</b> -- pp. 2-4 "Love on the Ferris Wheel" (Ss will learn about traditional and more progressive division of household labor. Use "Understanding the Main Idea" on pp. 3 and "5. Writing" on pp. 4. Teachers should emphasize how it is normal/common for men to do housework in the U.S. today)</p>
	<b>Intermediate 1</b>	<p><b>English in Action 3</b> -- p. 35-36, 62, 70-71, 73, 78 ("when" actions take place; story highlighting verbs; "doing" exercises; grammar summary)</p> <p><b>Interactive English 2A</b> -- p. T-41</p>
	<b>Intermediate 2</b>	<p><b>English in Action 4-</b> pp: 37-39, 43, 165 (grammar exercises, vocab, "going to" expressions)</p> <p><b>Interactive English 2B</b> -- pp: 15, 18</p>

## **Suggested games/activities for goal 5**

- Games:
  - Game #4 - Daily Routine
  - Game #11 - Build-A-Sentence
  - Game #34 - Granny's Candies Card Set 3
  - Game #14 - Actions Words
  - Game #3 - What Is It?
  - Game #29 - 6-scene Sequencing Cards
  - Game #12 - Sentence Scramble
  - Game #13 - Sentence Builder Flip Book
  - Game #43 - English on a Roll
  
- Laptop Activities:
  - Locate movie theatres online in Baltimore.
  - Have the student select the one nearest their home and look up movie times.
  - Look up prices and discuss available discounts for seniors, students, etc.
  - Have the student look up relevant information about services provided by: Esperanza Center, Mercy Hospital, Enoch Pratt Library, Penn Station, and Patterson Park
  
- Visuals:
  - Environment & Recycling
  - Verbs - See "Grammar" file
  - Other Ways to Say - See "Grammar" file
  - Calling 911
  
- Speaking and Writing Activities:
  - Discuss community services, such as the post office or library.
  - Ask the student which services they use.
  - Ask the student when trash/recycling services are during the week.
  - Ask the student to write answers to the following questions:
    - Do you pay electricity? How much is it each month?
    - What is your zip code? Tell me about your neighbors.
  
- Hanging Files:
  - Routine Verb Cards

Goal	Level	Textbook Reference
<b>Goal #6: Talk about who in the family does what chores</b>	<b>Literacy</b>	<b>Oxford Picture Dictionary</b> -- pg. 16 (family), pg. 30-31 (cleaning implements)
	<b>Beginner 1</b>	<b>English in Action 1, 2nd ed</b> -- pg. 203 - chore vocabulary and actions <b>Speak out in English, 2nd ed</b> -- pgs.142-145 -- grammar of likes and dislikes
	<b>Beginner 2</b>	<b>English in Action 2</b> -- pg. 46 (family relationships), 76-82 (affirmatives, negatives, frequency and verb use) <b>Interactive English 1B</b> -- pgs. 66-67 - daily activities and chores
	<b>Intermediate 1</b>	<b>English in Action 3</b> - pgs. 176-185 - family responsibilities and how they are divided, daily activities and frequency
	<b>Intermediate 2</b>	<b>English in Action 4</b> -- pgs. 164-169 - review responsibilities, distractions, and how to be organized

## **Suggested games/activities for goal 6**

- Games:
  - Game #2 - Story Cubes Game - Roll dice and create stories, competition, practice interpreting symbols, imagination, use of English vocabulary.
  - Game #0 - Pictionary
- Visuals:
  - Traffic signs
  - Road Signs
  - Stop, Exit, Do Not Enter, Emergency Info
  - Miscellaneous Signs
  - Hand-drawn map of neighborhood
- Speaking Activity:
  - Ask the student for directions to different places (i.e. home, grocery store, etc.)

Goal	Level	Textbook Reference
<b>Goal #7: Requesting, providing, and following directions</b>	<b>Literacy</b>	<b>Oxford Picture Dictionary</b> - pgs. 68-69 (community layout), pgs. 78-79 (prepositions and driving directions)
	<b>Beginner 1</b>	<p><b>English in Action 1, 2nd ed</b> -- pgs. 47-51 -- locations of objects within a room, review of prepositions</p> <p><b>Speak out in English, 2nd ed</b> - pgs. 107-172 - community map and preposition work with directions</p>
	<b>Beginner 2</b>	<p><b>English in Action 2</b> -- p: 68-74 (exercises on addresses, types of buildings, prepositions of location)</p> <p><b>The Basic Oxford Dictionary</b> -- p. 72-73 city street nouns and verbs</p>
	<b>Intermediate 1</b>	<p><b>English in Action 2</b> -- p. 64-70 (vocab, exercises, stories, street layouts for areas of a town; includes types of stores)</p> <p><b>Atlas</b> (on the shelf)</p>
	<b>Intermediate 2</b>	

## **Suggested games/activities for goal 7**

- Games:
  - Game #11 - Build-A-Sentence
  - Game #34 - Granny's Candies Card Set 3
  - Game #0 - Pictionary
  - Game #14 - Actions Words
  
- Writing Activity:
  - Write detailed directions on how to get to Esperanza Center from your house
  
- Speaking Activity:
  - Ask for detailed directions to the student's favorite restaurant
    - What might you see along the way?

Goal	Level	Textbook Reference
<b>Goal #8: Discuss daily and leisure activities</b>	<b>Literacy</b>	
	<b>Beginner 1</b>	<p><b>English in Action 1, 2nd Ed.</b> -- pp. 202-203 - weekend plans</p> <p><b>Basic Oxford Picture Dictionary</b> -- pp. 92-93 - Indoor and Outdoor activities</p>
	<b>Beginner 2</b>	<p><b>English in Action 2</b> -- p. 82 - describing how often you do an activity</p> <p><b>The Pizza Tastes Great</b> -- pp. 128 - 130 - taking a vacation to the beach with vocabulary, comprehension questions, and fill-in-the-blank exercises</p> <p>p. 131-133 - going for a family picnic with vocabulary, comprehension questions, and fill-in-the-blank exercises</p> <p>p. 137-139 - playing a soccer game with vocabulary, comprehension questions, and fill-in-the-blank exercises</p>
	<b>Intermediate 1</b>	<p><b>The Pizza Tastes Great Workbook</b> -- pp. 133-136, more practice for the reading on pp. 134-136 in <b>The Pizza Tastes Great</b> textbook about going skiing, including true/false exercises and word review</p>
	<b>Intermediate 2</b>	<p><b>English in Action 4</b> -- pp.68-70 (leisure activities), 75-83 (hobbies), 100-111 and 114-115 (sports), 256-257 (scripts for activities). (All these are pictures and exercises.)</p> <p><b>English in Action 4</b> -- pp. 48- 49 - Internet dating service, pp. 78-79 - Reading: Stamp Collecting</p>



## **Suggested Games/Activities for Goal 8:**

- Games:
  - Game #0 - Pictionary
  - Game #14 - Actions Words
  - Game #29 - 6-scene Sequencing Cards
  - Bingo Games - Topic #6 Sports and Hobbies
  
- Written Resources:
  - *Conversation Starters*
  - *Inspirations and Discussion Starters*
  - *Traditional Ties*