



DAILY ROUTINES

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Warm-up Activities - Quick Starter (5 min)

Write on the board:

“What time do you wake up?”

- Point to yourself and model: “I wake up at 7 o'clock.”
- Ask several students the same question.
- Accept short answers and help with pronunciation.

Activity 2: Morning Routine Mime (5–7 min)

Instead of writing a list of verbs on the board, use your body language or simple props to draw the daily routine verbs directly from the students.

- Pretend to stretch your arms big, yawn loudly, and look at an imaginary watch on your wrist.
- Ohhh... stretch... blink blink. Class, what am I doing right now?”
- **Elicit Expected Responses:**
 - *Student:* "Wake up!"
 - *Teacher (Nodding and tapping wrist):* "Yes! Wake up. And what time do you do this? Me? 7 o'clock. What about you, [Student Name]?"
 - *Student:* "I wake up at 6 o'clock."
- **Next Action:** Mimic drinking a cup of coffee/eating cereal, brushing teeth, and typing on a laptop to quickly elicit the core vocabulary (*have breakfast, brush teeth, go to work/school*).

Activity 3: Pair Share (5 min)

Students ask their partner:

- What time do you wake up?
- What do you do in the morning?

Teacher Notes & Tips

- This is a classic Present Simple lesson (I/You/We/They).
- Focus on common verbs: wake up, get up, have breakfast, go to school/work, etc.
- Pay special attention to third person singular (he/she wakes up, has, goes...).
- Be ready to teach time expressions: in the morning, in the afternoon, in the evening, at night, at + time.

Key Vocabulary to Pre-teach (write on board): wake up, get up, have breakfast/lunch/dinner, go to school/work, come home, watch TV, go to bed.