

Lesson Plan: Talking about your daily routine

Level	Beginner (A1–A2)
Time	45–60 minutes
Skills	Grammar, vocabulary, speaking
Focus	Present simple for habits; time expressions; sequence words; third person -s

OBJECTIVES

By the end of the lesson, students will be able to:

- Describe a daily routine using the present simple tense correctly
- Use time expressions and sequence words to structure a routine clearly
- Ask and answer questions about daily habits
- Produce third person -s correctly: he wakes up, she takes

TARGET LANGUAGE & EXAMPLES

Daily activity verbs

- wake up, get up, have breakfast/lunch/dinner, brush teeth, get dressed, go to work/school
- take a shower/bath, commute, have a meeting, cook dinner, do homework, watch TV, go to bed

Time expressions

- at 7 a.m., in the morning / afternoon / evening, at lunchtime, at night, on Mondays
- every day, every morning, twice a week, three times a day

Sequence words

- first, then, after that, next, later, finally
- Before going to bed... / After having breakfast... / As soon as I wake up...

Third person -s — the most common beginner error

- He wakes up at 7. / She takes a shower every morning.
- My brother works from home. / My mother cooks dinner at 6 p.m.
- Common error: He wake up early. → He wakes up early.

Meaning & Nuance

Expression	Example	Notes
every day	I exercise every day.	No preposition: NOT 'on every day'
in the morning	I drink coffee in the morning.	in the morning / afternoon / evening
at night	I read at night.	'at night' — NOT 'in the night' (very common error)
on Mondays	I have a meeting on Mondays.	on + specific days of the week
twice a week	I go to the gym twice a week.	once, twice, three times a week

LESSON PROCEDURE

1. Warm-up: What time do you...? (5 min)

Task: Rapid questions around the class: 'What time do you wake up? What time do you eat dinner?'

→ Gets students thinking about their routines before formal vocabulary input.

2. Vocabulary presentation (10 min)

Task: Timeline on the board: a typical day from 6 a.m. to midnight.

- Fill in activities as a class. Introduce sequence words alongside.
- Grammar focus: third person -s. Elicit examples, write on board, drill.

3. Reading: A day in someone's life (10 min)

Task: Students read a short paragraph about someone's routine and answer questions.

- 'What time does she wake up?' / 'What does she do after breakfast?'

→ Authentic reading for specific information; also models the target grammar.

4. Speaking: Describe your routine (15 min)

Task: Students describe their typical weekday to a partner.

- Partner asks follow-up questions: 'Do you eat breakfast? How do you get to work?'
- Then: describe a weekend day — how is it different?

→ Opportunity for natural contrast: 'On weekdays I... but at weekends I...'

5. Writing task (5–10 min)

Task: Write a paragraph about your daily routine — at least 8 sentences.

- Must include: time expressions, sequence words, and at least one third-person sentence.

TEACHER NOTES

- Third-person -s is often absent in beginner speaking — this lesson provides high-repetition exposure to the structure.
- 'At night' vs. 'in the night' is a very common error — worth drilling explicitly with examples.
- Encourage students to describe both their weekday and weekend routines to create contrast.

EXTENSION / HOMEWORK

Choose one or more:

1. Write a full description of your daily routine (10+ sentences) using time expressions and sequence words.
2. Interview a family member about their routine and write a paragraph describing what they do.
3. Compare your weekday and weekend routines in 8 sentences using sequence words.