



Title

Topic

Routines and Frequency

Lesson Objectives

- To understand the Present simple tense and how it is used to speak about habits and routines
- To learn and correctly use adverbs of frequency to enhance writing and speaking about routines

Age group and level

Primary learners at A2+/B1 level

Time

60 minutes

Materials

- Worksheet
- Hat/ Box

Procedure

Stage one - introduction

1. Warmer (5- 10 minutes)

- Weekend/ day talk: 'Tell me something interesting you've done' etc
- Gamified revision of last lesson e.g. noughts and crosses, quiz, stop the bus.



2. Introduction activity (10 minutes)	<ul style="list-style-type: none">- Use the ppt to help you remind the students of the function of the Present simple tense.- Elicit students to think of some of their own activities.
Stage two – Developing ideas and language review	
3. Independent work (15 minutes)	<ul style="list-style-type: none">- The students complete <u>worksheet 1</u>, question three only.- Correct and answer any doubts accordingly.- Point their attention to the various Adverbs of frequency used throughout the activity they have just completed. Turn to the frequency chart in slide 3 of the presentation to give them a visual understanding of each adverb and its position within a sentence.- When they are comfortable, begin <u>worksheet 2</u>.- Correct and answer any doubts accordingly.
4. Check understanding (5/10 minutes)	<ul style="list-style-type: none">- Write a variety of adverbs of small slips of paper and place them into a hat/box. One by one, students must come to the front, withdraw and piece of paper and form a sentence using the adverb that they have pulled out. They could be sentences about their or someone else's routine or habits.
Stage three – Written task	
5. Complete task (20 minutes)	<ul style="list-style-type: none">- The students must now write a 50 word paragraph describing their own routine, whether it's a weekday or weekend routine. They must complete this using a variety of action verbs and adverbs.
6. Extra time	<ul style="list-style-type: none">- If any extra time remains, the students can present what they have written. Alternatively, the teacher could read each one, without the name, and the students must guess whose routine it is and why they think that.

