

Week 4: Daily Routine

Yellow indicates goal is also **intermediate level**

<u>Students will be able to:</u>	<u>Necessary Vocabulary and Phrases:</u>
<ol style="list-style-type: none"> 1. Use "time" expressions in conversation <ol style="list-style-type: none"> a. Telling time, digital and analog b. Dates, days of the week, months 2. Use concepts of time and weather; everyday language about "seasons" <ol style="list-style-type: none"> a. Weather 3. Use prepositions: in, at, on, e.g. 4. Use frequency adverbs: usually, never, daily, weekly, e.g. 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) 6. Talk about who in the family does what chores 7. Use requests, giving and following directions, reading signs 8. Discuss daily and leisure activities <p><u>Grammar Verb Focus</u></p> <p>Ø Gram 1 – "To be" + contractions</p> <p>Ø Gram 2 – Regular verbs + contractions</p>	<p>*Concepts of time</p> <ul style="list-style-type: none"> -days of the week, months, frequency as: every day, once a week, weekly; noon, midnight, tomorrow, Mondays, March 5th, 6th -Meet me at a quarter to two (is the same as 1:45)/ 1:15 (is the same as quarter after one); etc. -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. -Would you prefer to come in at 3:00 or 4:00? I'll come at three; etc. (answer correctly) -Pay on or before the 10th/ pay after/ pay each month; etc. <p>*Concepts of weather/clothes</p> <ul style="list-style-type: none"> -It's a sunny day; -He wears a large/medium; cotton; my shirt is blue; etc. -Overcast skies; scattered showers; rain; etc. -It's hot in here; Why don't you take off your jacket?; Turn off the fan; Close the window; etc. <p>*Describing living situations</p> <ul style="list-style-type: none"> -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>*Appropriate Responses</p> <ul style="list-style-type: none"> -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>*Understanding home maintenance</p> <ul style="list-style-type: none"> -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. -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.

Goal	Level	Textbook Reference
<p>Goal #1: Use "time" expressions in conversation.</p>	<p>Literacy</p>	<p>The Basic Oxford Picture Dictionary, 2nd ed. -- pp: 4-8; Every day time expressions (Seasons, calendar, times of day, the clock) The Basic Oxford Picture Dictionary, 2nd ed. -- 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>
	<p>Beginner 1</p>	<p>English in Action 1, 1st edition. p. 36 - 37 months, days, calendar - Starts with Months, Days, Date and including in filling the personal Identification. Speak Out in English, -- p. 124 - 135 analog clock time-telling, being able to understand minute and hour hands and say the time accordingly, work time, exercises stating time.</p> <p>English in Action 1, 2nd ed. -- p: 42-43 months, days, calendar - Starts with Months, Days, Date and including in filling the personal Identification. Speak Out in English, -- p. 146 - 157 analog clock time-telling, being able to understand minute and hour hands and say the time accordingly, exercises stating time.</p> <p>Interactive English, 1A -- p:84-89 telling time, fill-in answers to questions about time, verbs with time (ex. leave/arrive).</p>
	<p>Beginner 2</p>	<p>Interactive English 1B -- pg: 80 appointment making and communication with businesses</p> <p>English in Action 2 -- p: 36, 78-80 (reading a clock, stating "clock" time or general time [late, morning, etc.] days of the week)</p> <p>English in Action 2, SECOND EDITION, p. 29 class times p. 60 - 68 what times we do things, various exercises. p. 166 parking times on signs</p>
	<p>Intermediate 1</p>	<p>English in Action 3 -- p: 21, 70, 127, 178 (expressions of frequency [twice, always...] and exercises for use) Interactive English 2A -- p: 13 weather and temperature, 19 events scheduled for certain days</p>

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:

- Calendars
- Game! (Time Expressions)

Goal	Level	Textbook Reference
Goal #2: Use concepts of time and weather; everyday language about "seasons"	Literacy	The Basic Oxford Picture Dictionary, 2nd ed. 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.
	Beginner 1	English in Action 1, 2nd ed. -- p: 132, 139, 141 - Weather vocabulary English in Action 1, 1st ed. -- pp. 75, 142, 144 - Learn the seasons, climate and different types of weather.
	Beginner 2	English in Action 1, 2nd ed. -- p: 132, 134,139,141 (season names, weather in the seasons)
	Intermediate 1	English in Action 3 -- 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) Exercises in English -- p: 63-77 (weather and seasons with comprehension questions.)

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

- Youtube Videos - go to the Online Resources Tab in the Curriculum Binder

- 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 and Clothing Vocab.

- 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
Goal#3: Use prepositions: in, at, on, e.g.	Literacy	The Basic Oxford Picture Dictionary 2nd ed. -- p: 54,78-79-Teaches prepositional phrases
	Beginner 1	<p>English in Action 1, 2nd ed. -- 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>English in Action 1, 1st ed. - 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.(very similar to first edition)</p>
	Beginner 2	English in Action 2 -- p: 60-62, 71, 74-75 (vocab on 60, exercises using the vocab on other pages)
	Intermediate 1	English in Action 3 -- 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)
	Intermediate 2	English in Action 4 -- 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 - Practice with prepositions
- Game #12 - Sentence Scramble
- Game # #44 - Prepositions of Position Flash Cards

- Youtube Videos - go to the Online Resources Tab in the Curriculum Binder

- Speaking Activity:

- *The Basic Oxford Picture Dictionary, 2nd 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

- Hanging Files:

- Spatial Prepositions
- Prepositions Cards
- Verbs to Describe Routines/Prepositions

Goal	Level	Textbook Reference
Goal #4: Use frequency adverbs: usually, never, daily, weekly, etc.	Literacy	Grammar Sense 2 -- Pg. 320-321 (Introduction to different types of adverbs)
	Beginner 1	<p>English in Action 1, 1st Edition—p:167 (adverbs - always, sometimes, never) Adverbs in this page are right.</p> <p>English in Action 1, 2nd Editions - p: 165, 222 (adverbs - always, sometimes, never) Adverbs in these pages are right.</p>
	Beginner 2	English in Action 2 -- p: 82 (gives estimate of % for always, sometimes, etc., and gives numerical [once, twice])
	Intermediate 1	English in Action 3 -- p. 21, 31 (has reviews/exercises for the frequency adverbs; provides a chart for estimates of % for frequently, sometimes, etc.)
	Intermediate 2	<p>English in Action 4 -- pp. 6-7, 19, 134-135, 146-147 (estimates of % for always, sometimes, etc.; grammar summary; indefinite time expressions [a few, seldom, etc.] practice & grammar exercises)</p> <p>Grammar Sense 2 -- pg. 340 (review of adverbs)</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

- Youtube Videos - go to the Online Resources Tab in the Curriculum Binder

- Hanging Files:

- use Frequency Adverbs (Beginning Steps)
- Game! (Use Frequency Adverbs)
- A Day In The Life
- Cooking Dialogue (Intermediate)
- Verbs to Describe
Routines/Time/Frequency Adverbs

- 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

- Adverbs 1 poster - See "Grammar" file
- Adverbs 2 poster - See "Grammar" file

Goal	Level	Textbook Reference
Goal #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)	Literacy	The Basic Oxford Picture Dictionary, 2nd ed. -- pp. 14-15, p. 40-41 - Topics these pages are related for using daily routine verbs at home and at the supermarket.
	Beginner 1	The Basic Oxford Picture Dictionary, 2nd ed. -- p: 14-15 Describe routine verbs on these pages. English in Action 1, 1st ed. -- p: 60 (daily routine verbs - cook, wash, listen, study, read, drink...) Daily routine verbs are on these pages. English in Action 1, 2nd ed. -- 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. Speak Out in English, 2nd ed. -- 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. Impact Listening 1 -- p. 26-27 different picture matching exercises to help plan out daily routine. p. 32-33 Looking at a schedule and the different activities at any given time.
	Beginner 2	English in Action 2 -- p: 76-77, 81-84, 87, 205 (provides vocab and exercises for a range of verbs - make go, walk, play, work...) Interactive English, 1B -- p. 66-67 daily routine vocabulary, conjugation of "to do" + activities for choosing correct verb conjugation. True Stories in the News -- 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) Picture It! -- the entire book contains pictures and descriptions of daily routines as well as other important events like meetings, parties, etc.
	Intermediate 1	English in Action 3 -- p. 35-36, 62, 70-71, 73, 78 ("when" actions take place; story highlighting verbs; "doing" exercises; grammar summary) English in Action 2 -- pg. 76-77, 82 act. C, 83
	Intermediate 2	English in Action 4- pp: 37-39, 43, 165 (grammar exercises, vocab, "going to" expressions) A Conversation Book 2 English in Everyday Life 3rd Ed. p: 24 & 25 (daily activities with exercises) Interactive English 2B -- pp: 15, 18

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
- Games# - Around Home Flashcards

- Youtube Videos - go to the Online Resources Tab in the Curriculum Binder

- 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:

- Verbs - See "Grammar" file
- Other Ways to Say - See "Grammar" file

- 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:

- Verbs to Describe Routines/Prepositions
- Verbs to Describe Routines/Time/Frequency Adverbs

Goal	Level	Textbook Reference
Goal #6: Talk about who in the family does what chores	Literacy	The Basic Oxford Picture Dictionary 2nd Ed. -- pg. 16 (family), pg. 30 (cleaning implements)
	Beginner 1	English in Action 1, 2nd ed -- pg. 203 - chore vocabulary and actions Speak out in English, 2nd ed -- pgs.142-145 -- grammar of likes and dislikes
	Beginner 2	English in Action 2 -- pg. 46 (family relationships), 76-82 (affirmatives, negatives, frequency and verb use) Interactive English 1B -- pgs. 66-67 - daily activities and chores
	Intermediate 1	English in Action 3 - pgs. 176-185 - family responsibilities and how they are divided, daily activities and frequency
	Intermediate 2	English in Action 4 -- 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
 - Game #39 - Picture Cards - Items Around the House

- Visuals:
 - Miscellaneous Signs A.K.A. MISC. Visuals
 - 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
<p>Goal #7: Requesting, providing, and following directions and reading signs.</p>	<p>Literacy</p>	<p>The Basic Oxford Picture Dictionary 2nd Ed. - pgs. 68-69 (community layout), pgs. 78-79 (prepositions and driving directions)</p>
	<p>Beginner 1</p>	<p>English in Action 1, 2nd ed -- pgs. 47-51 -- locations of objects within a room, review of prepositions</p> <p>A Conversation Book: English in everyday life: book 1 -- Pg. 96 (Giving directions using a key)</p>
	<p>Beginner 2</p>	<p>English in Action 2 -- p: 68-74 (exercises on addresses, types of buildings, prepositions of location)</p> <p>The Basic Oxford Dictionary 2nd Ed. -- p. 72-73 city street nouns and verbs</p>
	<p>Intermediate 1</p>	<p>English in Action 2 -- p. 64-70 (vocab, exercises, stories, street layouts for areas of a town; includes types of stores)</p> <p>Atlas (on the shelf)</p>
	<p>Intermediate 2</p>	

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?

- Hanging Files:
 - Game! (Use Requests)

Goal	Level	Textbook Reference
<p>Goal #8: Discuss daily and leisure activities</p>	<p>Literacy</p>	<p>A Conversation Book: English in everyday life: book 1 -- Pg. 133-134 (talking about tv and things on tv)a</p>
	<p>Beginner 1</p>	<p>English in Action 1, 2nd Ed. -- pp. 202-203 - weekend plans</p> <p>Basic Oxford Picture Dictionary -- pp. 92-93 - Indoor and Outdoor activities</p> <p>Impact Listening 1 -- p. 36-37 - Matching exercises involving leisure activities.</p>
	<p>Beginner 2</p>	<p>English in Action 2 -- p. 82 - describing how often you do an activity</p> <p>The Pizza Tastes Great -- pp. 128 - 129 - taking a vacation to the beach with vocabulary, comprehension questions, and fill-in-the-blank exercises ing for p. 130-131 - going for a family picnic with vocabulary, comprehension questions, and fill-in-the-blank exercises p. 137-139 - playing a soccer game with vocabulary, comprehension questions, and fill-in-the-blank exercises</p> <p>A Conversation Book 2 English in Everyday Life 3rd Ed. p. 84-85 (Recreation; leisure activities w/ exercises)</p>
	<p>Intermediate 1</p>	<p>The Pizza Tastes Great Workbook -- pp. 133-136, more practice for the reading on pp. 134-136 in The Pizza Tastes Great textbook about going skiing, including true/false exercises and word review</p>
	<p>Intermediate 2</p>	<p>English in Action 4 -- 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>English in Action 4 -- 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*