

Premier Skills English

Teaching Grammar Daily Routines

Introduction	This lesson focuses on speaking about the topic of daily routines and grammar that is commonly used to give advice (the first conditional). There are language tasks and activities for your students, a focus on pronunciation, a main speaking task and extension activities.
Level	B1/B2 (intermediate to upper intermediate)
Age group	Teenagers (12-18)
Aims	<ol style="list-style-type: none">1. Using the first conditional to give advice.2. Speaking about healthy lifestyles.3. Discussing good and bad daily routines.
Approximate time	80 – 90 minutes This lesson is flexible and can be used over two different classes or one 90-minute class. You can also extend or shorten some of the steps depending on the level and needs of your students.
Materials	<ul style="list-style-type: none">• Materials Pack (Lesson Plan & Worksheets)• Access to the 'dedication' comics on the website.
Preparation	<ul style="list-style-type: none">• Read this lesson plan, and familiarise yourself with the topic.• Make copies of worksheets.
1. Lead-in	Show the first image in the webcomic (Lucas arriving late). Ask students to brainstorm reasons for why he might be late for training. Display the first page of the comic so they can check the real reason (getting up late/going to bed late).
2. Information Gap	Tell the class that they are about to read about Lucas' daily routine, but there is some missing information. They need to ask their partner questions to find the missing information. Cut up worksheet 1 and give half the class the Student A worksheet, and the other half the Student B worksheet. Student As prepare their questions together. Student Bs prepare their questions together.

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2. Information Gap (cont.)

Create pairs so student As are working with student Bs. Students A and B ask their questions and complete the worksheet.

Feedback: Ask: 'Does Lucas have a good or bad daily routine?' Ask students if they think Lucas needs help? Explain that they're going to try and help Lucas later in the lesson.

3. Vocabulary Building

Ask students to look at the list of activities (**worksheet 2**) and decide if they think they would be good for Lucas's routine or not. Add them to the correct column in the table.

These ideas will prepare students for the final task.

4. Grammar Focus

Tell students they're going to read a page from the comic (**page 5**). Ask students to find two pieces of advice which Lucas is given.

1. If you show a bit more dedication and hard work, (I'm sure) the coach will give you another chance.
2. If you come to the extra training sessions, I'll give you another chance.

Check understanding of these sentences. Ask:

- Are we talking about the past, present or future?
- Are these things likely to happen or unlikely to happen?

Check first conditional form:

- If + subject + present simple, subject + will + infinitive verb

5. Pronunciation

Focus on the two examples again. Ask:

- Which example uses a contraction on 'will'? (the second)
- Why do we do this? (it's easier to say)
- How do we contract and say other pronouns with 'will'?

Write on board: 'I'll ...' 'We'll ...', 'You'll ...', 'They'll ...', 'It'll ...', and 'She'll ...'

Listen and repeat the contractions whole class. Ask students to think of example sentences and drill the pronunciation in pairs.

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6. Controlled Practice 1

Tell students to complete grammar practice 1 on **worksheet 2**.

Answers:

1. If you study hard, you'll pass your exams.
2. He'll wake up early if he goes to bed early.
3. If she plays video games all night, she'll become really good at it.
4. If they care about him, they'll help him more.
5. The coach will be angry if he misses training again.
6. The team will have no chance of winning if they play like that again.

Feedback: Check use of contractions in whilst monitoring.

7. Controlled Practice 2

Read out the **prompts** below. Ask students to speak in pairs and say the advice they would give. When you have given all the prompts, ask students to write down the advice in grammar practice 2 on **worksheet 2**.

1. Lost your wallet
2. Late for school
3. Feel sick
4. Don't understand your teacher
5. Argue with parents
6. Want to buy new shoes

Students check their answers in groups. Answers may vary. Highlight the use of the first conditional in feedback.

8. Task

Ask students to look back at a Lucas' day (**worksheet 1**).

Students rank the problems with Lucas' daily routine.

In pairs, they decide on the best advice they could give to Lucas. Students write down their advice and ideas.

Mingle: students walk around the room and share their ideas and advice with other pairs.

Students check for any advice that is the same as their advice and decide what most people think Lucas should do differently.

Feedback: What was the most popular advice?

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Student A - A Day in the Life of Lucas

9am: Lucas wakes up late again (football training starts at ____am!).

12pm: Lucas has lunch at a _____ on the way home from training.

1pm: Lucas watches his favourite _____ for a couple of hours, and forgets to do his homework again.

4pm: Lucas falls asleep in his room until his _____ come home from work.

6pm: Lucas argues with his parents about his bad behaviour.

7pm: Lucas escapes his parents and goes to _____ with his friends.

8pm: Lucas and his friends buy more fast food and eat it in the _____.

10pm: Lucas and his friends join some other friends at a house party and listen to music until the early hours of the morning.

3am: Lucas gets home and _____. He is noisy and wakes his parents up.

Student B - A Day in the Life of Lucas

9am: Lucas _____ again (football training starts at 8am!).

12pm: : Lucas has lunch at a fast food place on the way home from training.

1pm: Lucas watches his favourite YouTube channels for _____, and forgets to do his homework again.

4pm: Lucas _____ in his room until his parents come home from work.

6pm: Lucas argues with his parents about his _____.

7pm: Lucas escapes his parents and goes to hang out with his friends.

8pm: Lucas and his friends buy _____ and eat it in the park.

10pm: Lucas and his friends join some other friends at a _____ and listen to music until the early hours of the morning.

3am: Lucas gets home and goes to bed. He is noisy and _____.

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Activity 1: Good and Bad Routines

Look at the following activities and put them in the correct column in the table.

Playing video games Going to bed early Getting up early
 Getting up late Watching YouTube Eating a healthy breakfast
 Junk food Studying all night Regular exercise
 Staying up late Napping in class Daydreaming

Good Routines	Bad Routines

Activity 2: Grammar Practice 1

1. If you(study) hard, you (pass) your exams.
2. He (wake up) early if he (go) to bed early.
3. If she (play) video games all night, she (become) really good at it.
4. If they (care) about him, they (help) him more.
5. The coach (be) angry if he (miss) training again.
6. The team (have) no chance of winning if they (play) like that again.

Activity 3: Grammar Practice 2

1. If you
2. If he.....
3. If they
4. If she
5. If we
6. If I