



# The magic cat

Teacher's notes

## Daily routine

**Age:** 6–8

**Level:** Beginner

**Length:** 45–60 minutes

**Language outcome:** Times of day, e.g. *in the morning*; vocabulary for basic daily routines; an awareness of corresponding questions, e.g. *What do you do in the evening?*

**Materials and preparation:**

- the 'Daily routine' video (played via onestopenglish or downloaded in advance of the lesson)
- the 'Daily routine' PowerPoint
- one copy of Worksheets 1–3 per student
- one set of the 'My daily routine' image cards, printed out and cut up (or a couple of sets if you have a large class)
- a ball or scrunched-up piece of paper (optional)

## Procedure

### Before students enter the class

Display slide 1 of the PowerPoint presentation (the four images of children) on your class screen so learners can see it as they walk in the room.

### Step 1: PowerPoint slides 1–12

- Take a moment to explain to your students what you'll be doing. Point to slide 1 and explain that students will learn how to talk about their daily routines.
- Elicit words and phrases that students already know that describe what's happening in the pictures, e.g. *get up, walk to school, do homework, have dinner*, etc. Ask students individually for suggestions and write them on the board. Encourage students to use English.
- Next, go through slides 2–12 and pre-teach the daily routines that students will meet in the video in the first person (e.g. *I get up*). Model the sentences one at a time, asking the students to repeat each sentence after you three times. You could show them actions to help them remember. For example, for *I get up*, you could stretch your arms into the air and bring them down again, and for *I brush my teeth*, you could pretend to brush your teeth.
- Once you have modelled each sentence, choose a slide randomly and ask students to say the sentence together as a class. After several examples, repeat this, asking individual students to say the sentences on their own. Start with the more confident students. You could make this into a ball game by throwing the ball to a student, who has to answer. They then throw the ball to the next student, who has to answer, and so on.

### Step 2: My daily routine image cards

- Put students into a circle, either sitting or standing. Tell students that you are going to pass around some pictures and when they receive a picture they have to say what it is before passing it on to the next student, e.g. *I have my breakfast*.
- As soon as the first student has passed on the first picture, give them a second picture, and so on, so that the students are all busy practicing different target language at the same time. Monitor the class and support when required.

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**Step 3: Slide 13, Daily routine video**

- Point to slide 13, the picture of Jess, Tom and Puzzleberry, and either introduce, or reintroduce the characters ('This is Jess', or 'Who is this? This is Jess'). Tell students they are going to watch a video with Jess, Tom and Puzzleberry and learn about the daily routine of one of these characters.
- Ask students if they can guess whose daily routine we are going to see in the video. Elicit guesses, e.g. Jess, Tom or Puzzleberry.
- Play the start of the video from 0–0.43 (until Tom sings 'This is my daily routine') to the whole class. Ask students if they guessed the right answer ('Whose daily routine do we see in the video?'). Elicit the answer ('Tom's!').
- Tell the class they will now listen and find out about Tom's daily routine.

**Step 4: Slides 14–16, Daily routine video**

- Now, play the whole video. Watch as a class.
- Play the video again, this time pausing when the sentences students have learned come up. Ask students to repeat the sentences.
- Next, show students slides 14–16 and elicit the times of day, e.g. *in the morning*, *in the afternoon* and *in the evening*. Go back to slide 14 and ask students, 'What do you do in the morning?' and elicit answers starting with the time of day, e.g. 'In the morning, I get up.' Model the sentences, asking students to repeat each sentence after you three times. Write examples on the board.
- Repeat, but for the afternoon and the evening.
- Put students in pairs and get them to ask each other, 'What do you do in the morning/afternoon/evening?'
- Play the video once more the whole way through. Encourage students to sing along this time. You could also use the same actions you introduced before, when going through the 'My daily routine' images, e.g. when Tom sings 'I get up' you could stretch your arms into the air and bring them down again.

**Step 5: Worksheet 1**

- Hand out Worksheet 1. Tell students to look at exercise one. They have to match the daily routine sentences with the pictures. Go through the example with the class to check understanding.
- Students can check answers in pairs.

**Key**

1a; 2e; 3c; 4d; 5b; 6f

- Next, ask students to look at exercise 2. Students have to tick the box next to the correct daily routine sentence shown below each picture. Go through the example with the class to check understanding.
- Students can check answers in pairs.

**Key**

I get dressed.



I have my breakfast.



I get up.



I comb my hair.



I walk to school.



I brush my teeth.



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### Step 6: Worksheet 2

- Hand out Worksheet 2. Tell students to look at exercise 3. Students have to number the images in order to show their own daily routine.
- Students can check answers in pairs. Remind students that they may have different answers depending on their own daily routine.

### Key

students' own answers

### Step 7: Worksheet 3

- Next, ask students to look at exercise 4. Students have to write their daily routine by copying the text under the pictures in exercise 3 on the previous worksheet. The numbers they wrote in exercise 3 will correspond to the numbered sentences in exercise 4. Remind students that they have to add *In the morning*, *In the afternoon* or *In the evening* at the beginning of each sentence.
- Students can check their answers in pairs. Monitor the class and support when required.
- When students have finished this exercise, they work in pairs to practise saying their daily routines. Students may have different answers depending on their own daily routine. Monitor and provide support as necessary.
- Congratulate the class on a great lesson!

### Key (example routine)

- 1 In the morning, I get up.
- 2 In the morning, I have my breakfast.
- 3 In the morning, I brush my teeth.
- 4 In the morning, I get dressed.
- 5 In the morning, I walk to school.
- 6 In the afternoon, I do my homework.
- 7 In the afternoon, I watch TV.
- 8 In the evening, I eat my dinner.
- 9 In the evening, I get ready for bed.

### Homework / Extra activity: My magic cat passport

If you're following the whole series of song videos, ask students to complete the 'Daily routine' section of their passport, either in class or for homework.

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## Daily routine

## Transcript and lyrics

## Introduction

Puzzleberry: 'Good morning!'  
 Jess: 'Good morning.'  
 Puzzleberry: 'Time for breakfast?'  
 Tom: 'Breakfast? Really?'

## Song lyrics

When I get up,  
 I brush my teeth.  
 I go downstairs,  
 Then it's time to eat.  
 I have my breakfast,  
 Some toast and eggs.  
 I go upstairs,  
 And I get dressed.

This my daily – daily routine,  
 Now it's time to get my hair clean.

I comb my hair,  
 Put my shoes on.  
 Then I walk to school,  
 And sing my song.  
 I walk back home,  
 When I finish at three.  
 I do my homework,  
 And I watch TV.

This my daily – daily routine,  
 Now it's time to eat some ice cream.

I eat my dinner,  
 With my family.  
 I have desert,  
 And watch more TV.  
 Then I go upstairs,  
 Get ready for bed.  
 I close my eyes,  
 And I lay down my head.

This my daily, daily routine,  
 And now it's time for me to dream.

## Ending

Puzzleberry: 'So, ready to go?'  
 Jess: 'Ready!'  
 Tom: 'Wait for me!'