

Daily Routines and Adverbs of Frequency

Talking about and asking about daily routine.

1. Warm up

Complete the following with a partner.

- Read the daily routine verb noun collocations.

get up	start work/classes	have dinner
go to bed	finish work/classes	watch TV
get home	have breakfast	have a shower

- Make sentences and tell your partner the activities you do and at what times.
e.g. I have dinner at 6 p.m. in the evening.

in the morning	in the afternoon	in the evening	at night
----------------	------------------	----------------	----------



2. Reading

A. Student A read about Gene's daily routine. Student B read about Kara's daily routine.

Gene

I usually get up at 8 a.m., because I start work at 10 a.m. and I like to have a shower in the morning. I have breakfast in a cafe close to my office, before I go to work. My wife never gets up later than 5 a.m. She is a bus driver, so she has to go to work early in the morning. She usually finishes work in the afternoon.

I always finish work at 7 p.m. and get home about thirty minutes later. In the evening, I sometimes watch TV or I read a book. I usually go to bed at 11 p.m. My wife is hardly ever awake at that time!

Kara

I am a security guard and I always work at night. I usually get up at 6 p.m. and have breakfast. I sometimes have a shower before I go to work. I start work at 8:30 p.m. and work for 11 hours. The hours are long, but I hardly ever have a problem. I usually have lunch in the office at about 1 a.m. and I drink a lot of coffee.

I always go to the gym after I finish work. I get home at about 9 a.m., then I have dinner and sometimes watch some TV before I go to bed. I never get more than 6 hours sleep!

B. Answer the questions about the person you read about, Gene or Kara.

Gene (Student A)

- | | |
|--|---|
| 1. What time does Gene get up?
..... | 4. What time does Gene get home?
..... |
| 2. What time does Gene's wife get up?
..... | 5. What does Gene do after he gets home?
..... |
| 3. Where does Gene have breakfast?
..... | 6. How many hours does Gene sleep for?
..... |

Kara (Student B)

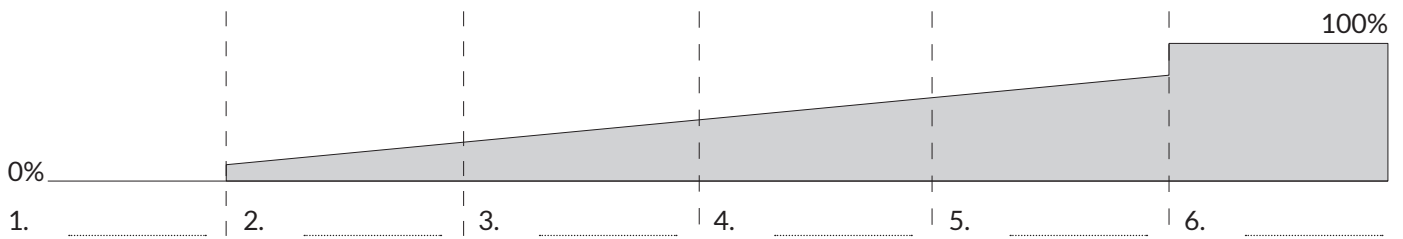
- | | |
|--|--|
| 1. When does Kara work?
..... | 4. What does Kara do after work?
..... |
| 2. What time does Kara start work?
..... | 5. What time does Kara get home?
..... |
| 3. What time does Kara finish work?
..... | 6. What time does Kara go to bed?
..... |

3. Vocabulary

A. How many of the following frequency words can you find in the text in Part 2A?

sometimes (.....) usually (.....) hardly ever (.....)
 never (.....) always (.....) often (.....)

B. Place the adverbs of frequency above on the chart below.



C. Read the questions and answers. Can you see the pattern?

	Question words	Do	Subject	Adverb	Main verb	Object / Prepositional phrase
1.	What time	do	you		go	to bed?
2.			I	usually	go	to bed at 11 p.m.
3.	What time	does	he		get	home?
4.			He	always	gets	home at 5:30.

D. Write the questions in the correct gaps in the table.

- | | |
|--------------------------------------|--|
| 1. What time do they have breakfast? | 3. What time do you usually finish work? |
| 2. How often does he study English? | 4. Do you often eat sushi? |

	Question words	Do	Subject	Adverb	Main verb	Object
1.
2.
3.
4.

4. Practice

A. Unscramble the words to form sentences and questions. Check Part 3C for help.

1. get to / usually / I / at 8:30 a.m. / school

.....

2. sometimes / finishes / in the afternoon / work / he

.....

3. at night / they / watch TV / never

.....

4. a shower / she / in the morning / has / always

.....

5. time / do / what / get up? / you

.....

B. Answer the questions about you and your daily routine.

1. What do you usually do in the morning?

.....

2. What do you sometimes do in the afternoon?

.....

3. What do you always do at night?

.....

4. How often do you study English?

.....

5. Conversation

A. Ask and answer the questions in Part 4B with a partner. Ask follow-up questions to continue the conversation.

B. Write three questions to ask three different students in the class about their daily routine.

1.

2.

3.

C. Take turns asking your questions. Answer any questions you are asked.

Daily Routines and Adverbs of Frequency



Level:	Beginner: A1 Elementary: A2
Updated:	Sep 23, 2022
Language:	Function: Asking and answering questions. Describing actions. Talking about daily life. Forms: Adverbs. Modal and auxiliary verbs. Verb noun collocations. Present tense.
Teaching time:	90 minutes.
Overview:	Students are introduced to common verb noun collocations used to talk about their daily routines as well as adverbs of frequency (never, hardly ever, sometimes, usually, often, and always) to talk about how often they do different things. Emphasis is given to forming open questions using the auxiliary verb 'do'.

1. WARM UP

- In pairs, students read the verb noun collocations used to talk about everyday activities. Explain the difference in form between in the morning/afternoon/evening and at night. 'In the evening' means before you go to bed. 'I often watch TV in the evening' generally refers to the whole period between your evening meal and the time you go to bed. If you normally go to bed at midnight, then 11 p.m. can still be considered as part of your 'evening'. 'At night' refers to the hours of darkness when you, or most other people, are sleeping. 'My sister is a nurse, so she often has to work at night', or 'You should turn off your computer at night to save electricity'.
- Model the example sentence for students; "I have dinner at 6 p.m. in the evening." In pairs, students tell their partner or the class about their daily routine using the activities and times. Encourage students to ask questions if they are interested.

2. READING

- A. Assign Student A and B to each student pair. Individually, student A reads about Gene's daily routine and Student B reads about Kara's. Students could underline the vocabulary phrases from Part 1A.

Gene (Student A)

I **usually** get up at 8 a.m. because I start work at 10 a.m. and I like to have a shower in the morning. I have breakfast in a cafe close to my office before I go to work. My wife **never** gets up later than 5 a.m. She is a bus driver so she has to go to work early in the morning. She **usually** finishes work in the afternoon.

I **always** finish work at 7 p.m. and get home about thirty minutes later. In the evening I **sometimes** watch TV or I read a book. I **usually** go to bed at 11 p.m. My wife is **hardly ever** awake at that time!

Kara (Student B)

I am a security guard and I **always** work at night. I **usually** get up at 6 p.m. and have breakfast. I **sometimes** have a shower before I go to work. I start work at 8:30 p.m. and work for 11 hours. The hours are long, but I **hardly ever** have a problem. I **usually** have lunch in the office at about 1 a.m. and a lot of coffee.

I **always** go to the gym after I finish work. I get home at about 9 a.m. then I have dinner and **sometimes** watch some TV before I go to bed. I **never** get more than 6 hours sleep!

- B. Individually, students the questions about the person they read about, Gene or Kara. Decide if students should answer short or full sentences. Remind students to use the preposition 'at' when referring to time. Monitor students and answer any questions

that arise. Students then ask their partner the questions about the other person and their partner can respond with the answer they wrote.

Gene (Student A)

- Gene gets up at 8 a.m.
- Gene's wife/his wife gets up no later than 5 a.m.
- Gene/he has breakfast at a cafe close to work.
- Gene/he gets home at 7:30 p.m.
- Gene/he watches TV or reads a book.
- Gene/he sleeps for 9 hours.

Kara (Student B)

- Kara works at night.
- Kara/she starts work at 8:30 p.m.
- Kara/she finishes work at 7:30 a.m.
- Kara/she goes to the gym.
- Kara/she gets home at 9 a.m.
- Kara/she goes to bed at 12 p.m./noon/midday.

3. VOCABULARY

- A. Read the adverbs of frequency with the class. Students scan the text in Part 2A and circle and count the adverbs of frequency they find. Students can compare the number they found with a partner or check as a class.

sometimes (3)

never (2)

usually (5)

always (3)

hardly ever (2)

often (0)

- B. Individually, students put the adverbs of frequency word from Part 3A in the correct place on the chart. Students can then compare with a partner and discuss any differences. Check answers with the class.

- never
- hardly ever
- sometimes
- often
- usually
- always

- C. Students read the questions and answers to understand the

structure. Discuss the structure of the questions and answers. You might need to explain: that 'what time' and 'when' are both used to talk about time; the verb 'to do' changes depending on the subject (first, second, and third person).

- D. Individually, students write the parts of the questions in the correct spaces in the table. Students can compare their tables with a partner or check answers as a class. Answer any questions that arise.
1. What time do they x have breakfast?
 2. How often does he x study English?
 3. When do you usually finish work?
 4. x Do you often eat sushi?

4. PRACTICE

- A. Individually, students unscramble the words (put them in the correct order) to make questions and sentences. Students can compare their questions and sentences with a partner and discuss any differences or check answers as a class.
1. I usually get to school at 8:30 a.m.
 2. He sometimes finishes work in the afternoon.
 3. They never watch TV at night.
 4. She always has a shower in the morning.
 5. What time do you get up?
- B. Individually, students write sentences in response to the questions. Encourage students to be creative with their answers. Monitor and check for the correct use of prepositions, time phrases, adverbs of frequency, sentence structure, and verb forms.

5. CONVERSATION

- A. In pairs, students ask and answer the questions in Part 4B. If time permits, elicit things that students learned about their partner's daily routine. Remind students that they will need to use the third person (he/she + verb-s). Have other students in the class ask follow-up questions if interesting.
- B. Individually, students write three questions to ask three different students in the class about their daily routines. Monitor and assist if necessary.
- C. As a class, start by asking a student a question, e.g. "What do you usually eat for breakfast?" That student responds to your question. It is then their turn to ask another student in the class a question from Part 5B. That student responds and it is their turn to ask. Continue like this until all questions have been asked and answered or the class ends.