

# Asking about Daily Routine (Student A)

Asking present simple questions about daily routine.

## 1. Warm up

Ask your partner about their daily routine.

1. What do you do on weekday mornings?
2. What do you do on weekends?



## 2. Asking and Answering Questions

A. On your own, read the text about Bruce's daily routine. Ignore the gaps for now.

Bruce gets up early at 1. \_\_\_\_\_ on weekdays. He eats toast for breakfast then reads the 2. \_\_\_\_\_ on his smart phone. After breakfast, he goes to work at 8 a.m. He commutes to work by 3. \_\_\_\_\_ and it takes about thirty minutes. He arrives at work at 8:30 if the traffic is good.

When he gets to work, Bruce answers emails and 4. \_\_\_\_\_ in the morning and then he has lunch. He usually has lunch in the office cafeteria, but if the weather is nice, he eats in a local park. He always eats a sandwich and almost always drinks 5. \_\_\_\_\_ for lunch.

Bruce finishes work at 5:30. He goes to the gym in his neighborhood 6. \_\_\_\_\_ times a week. He plays racquetball with a friend or runs on the treadmill. He gets home at 7. \_\_\_\_\_. In the evening, he watches TV then eats dinner at 8 o'clock with his wife. After dinner, he usually 8. \_\_\_\_\_ and chats with his wife about her day. Bruce usually goes to bed at 11 o'clock on weekdays.

B. Read the model questions then write your own to fill the gaps in the text.

	Question word(s)	Do	Subject	Verb	Object or Prepositional phrase
e.g.	What time	does	he/she/it	eat	breakfast?
	What	does	he/she/it	eat	for dinner?
1.	_____				
2.	_____				
3.	_____				
4.	_____				
5.	_____				
6.	_____				
7.	_____				
8.	_____				

C. Ask the questions in Part 2B and fill in the gaps in the text.

### 3. Practice

A. Complete the schedule with activities from your daily routine. Be creative.

6 a.m.	.....	3 p.m.	.....
8 a.m.	.....	5 p.m.	.....
10 a.m.	.....	7 p.m.	.....
11 a.m.	.....	8 p.m.	.....
12 p.m.	.....	10 p.m.	.....

B. Ask your partner questions about their daily routine.

	Question word(s)	Do	Subject	Verb	Object or Prepositional phrase
e.g.	What	do	you	do	at 10 a.m.?
	What	do	you	eat	for dinner?
	How long	do	you	watch	TV for?
6 a.m.	.....			3 p.m.	.....
8 a.m.	.....			5 p.m.	.....
10 a.m.	.....			7 p.m.	.....
11 a.m.	.....			8 p.m.	.....
12 p.m.	.....			10 p.m.	.....

C. Answer your partner's questions about your daily routine.

D. Present some information you learned about your partner's daily routine to the class.

# Asking about Daily Routine (Student B)

Asking present simple questions about daily routine.

## 1. Warm up

Ask your partner about their daily routine.

1. What do you do on weekday mornings?
2. What do you do on weekends?



## 2. Asking and Answering Questions

A. On your own, read the text about Bruce's daily routine. Ignore the gaps for now.

Bruce gets up early at 6 a.m. on weekdays. He eats 1. \_\_\_\_\_ for breakfast and then reads the news on his smart phone. After breakfast, he goes to work at 2. \_\_\_\_\_. He commutes to work by car and it takes about thirty minutes. He arrives at work at 3. \_\_\_\_\_ if the traffic is good.

When he gets to work, Bruce answers emails and has a meeting in the morning and then he has lunch. He usually has lunch in 4. \_\_\_\_\_, but if the weather is nice, he eats in a local park. He always eats a sandwich and almost always drinks tea for lunch.

Bruce finishes work at 5. \_\_\_\_\_. He goes to the gym in his neighborhood three times a week. He plays 6. \_\_\_\_\_ with a friend or runs on the treadmill. He gets home at about 7 o'clock. In the evening, he watches TV then eats dinner at about 8 o'clock with 7. \_\_\_\_\_. After dinner, he usually listens to music and chats with his wife about her day. Bruce usually goes to bed at 8. \_\_\_\_\_ on weekdays.

B. Read the model questions then write your own to fill the gaps in the text.

	Question word(s)	Do	Subject	Verb	Object or Prepositional phrase
e.g.	What time	does	he/she/it	eat	breakfast?
	What	does	he/she/it	eat	for dinner?
1.	_____				
2.	_____				
3.	_____				
4.	_____				
5.	_____				
6.	_____				
7.	_____				
8.	_____				

C. Ask the questions in Part 2B and fill in the gaps in the text.

### 3. Practice

A. Complete the schedule with activities from your daily routine. Be creative.

6 a.m.	.....	3 p.m.	.....
8 a.m.	.....	5 p.m.	.....
10 a.m.	.....	7 p.m.	.....
11 a.m.	.....	8 p.m.	.....
12 p.m.	.....	10 p.m.	.....

B. Answer your partner's questions about your daily routine.

C. Ask your partner questions about their daily routine.

	Question word(s)	Do	Subject	Verb	Object or Prepositional phrase
e.g.	What	do	you	do	at 10 a.m.?
	What	do	you	eat	for dinner?
	How long	do	you	watch	TV for?
6 a.m.	.....			3 p.m.	.....
8 a.m.	.....			5 p.m.	.....
10 a.m.	.....			7 p.m.	.....
11 a.m.	.....			8 p.m.	.....
12 p.m.	.....			10 p.m.	.....

D. Present some information you learned about your partner's daily routine to the class.

# Asking about Daily Routine



Level:	Beginner: A1 Elementary: A2
Updated:	Nov 5, 2022
Language:	Function: Asking and answering questions. Talking about daily life. Forms: Modal and auxiliary verbs. Present tense. Verb noun collocations.
Teaching time:	60 minutes.
Overview:	Students gain confidence asking and answering questions in the present tense about daily routines. This handout focuses on the second and third person and constructing object questions using the auxiliary verb 'do'.

## 0. PREPARATION

This Handout contains pages for both Student A and Student B. Distribute Page 1 and 2 to Student A and Page 3 and 4 to Student B. Explain that the pages are different and encourage students not to compare as they will spoil the activities.

## 1. WARM UP

A warm up activity helps set the mood for the topic/lesson and is a good opportunity to assess students' ability to generate language as well as elicit target vocabulary used in the lesson. If students struggle to engage with their partners, ask questions to encourage participation. Allow a few minutes for students to complete the activity and continue the conversation if interesting.

Elicit information from students about their partner's responses. Remind students to use the 3rd person.

## 2. ASKING AND ANSWERING QUESTIONS

A. Individually, students read the text. Advise students to disregard the gaps at this stage. Answer any questions about vocabulary before continuing to Part 2B.

B. Read the model questions to the class.

You might choose to review present simple questions using the auxiliary verb 'do' on the board.

e.g. What do you do?  
What does he/she do?  
What time do you ... ?  
What time does he/she ... ?

Individually, students write questions to learn the information missing in the text in Part 2A. Questions may vary depending on how creative your students are. Model questions and answers are provided below. Note that students may choose to ask about 'Bruce' or the third person 'he'.

### Student A

1. What time does Bruce get up on weekdays?  
Bruce gets up at 6 a.m. on weekdays.
2. What does he read on his smart phone?  
He reads the news on his smart phone.
3. How does he commute to work?  
He commutes to work by car.
4. What does he do when he gets to work?  
He has a meeting when he gets to work.
5. What does he drink for lunch?  
He drinks tea for lunch.
6. How many times does he go to the gym a week?  
He goes to the gym three times a week.

7. What time does he get home?  
He gets home at about 7 o'clock.

8. What does he do after dinner?  
He usually listens to music.

### Student B

1. What does Bruce eat for breakfast?  
Bruce eats toast for breakfast.
2. What time does he go to work?  
He goes to work at 8 a.m.
3. What time does he arrive at work?  
He arrives at work at 8:30.
4. Where does he eat lunch?  
He usually eats lunch in the office cafeteria.
5. What time does he finish work?  
He finishes work at 5:30.
6. What does he play with a friend?  
He plays racquetball with a friend.
7. Who does he eat dinner with?  
He eats dinner with his wife.
8. What time does he go to bed on weekdays?  
He goes to bed at 11 o'clock on weekdays.

C. In pairs, students alternate asking and answering their questions in Part 2B and work through the text. Listen to student pairs and correct any mistakes you hear. If time permits, have student alternate reading the text with their partner and check the information is the same.

## 3. PRACTICE

- A. Individually, students complete the schedule with activities from their daily routine. Students only need to write a verb + noun collocation, not complete sentences. Explain that the activities do not need to be real and students can be creative.
- B. In pairs, Student A asks Student B "What do you do at <time>?" Student B replies with the activity they do at that time. Students can take notes. Encourage students to continue the question by asking follow-up questions, e.g. "What do you eat for lunch?" or "How long do you watch TV for?" There is no need to correct mistakes at this point; allow students to enjoy asking and answering questions to start a conversation.
- C. Students change roles and Student B asks Student A about their daily routine.
- D. Students can present information they learned about their partner's daily routine to the class.