Module Salud y Vida - Week 2 - Daily Routines
Language Components or Skills

- Speaking
- Listening
- Writing
- Grammar
- Vocabulary

Learning Goals

- Understand and use expressions related to daily personal care routines.
- Formulate simple sentences in the present tense about daily activities.
- Express personal routines using appropriate verb conjugation.

Vocabulary

- Brush teeth
- Comb hair
- Exercise
- Eat healthy
- Drink water
- Sleep well
- Arm
- Legs
- Chest

- Brain

Resources for the Week

- Using flashcards
- Routines and Habits

Possible Challenges for Students
Challenge:
Students might confuse present simple tense conjugation rules with auxiliary usage.
Recommendation:
Explicitly model sentences and encourage repetition, addressing common errors collectively as they emerge.
Challenge:
Reluctance to speak due to fear of mistakes.
Recommendation:
Foster a supportive environment by encouraging peer praise and constructive feedback focusing on improvements.
Informal Assessment
Assessment Tips:

- Monitor the correct use of subject-verb agreements during peer presentations.
- Observe students' engagement and participation in discussions and activities.

Look Fors:

- Correct conjugation in simple present tense during sentence creation.
- Active participation and peer correction during group activities.

References
Based on resources from Teaching English by British Council and general practices in English Language Teaching methodology.
Find Someone Who...
Description:
Students walk around and interview classmates to find those who perform certain daily activities, such as 'takes a shower in the morning' or 'exercises daily'.
Time (aprox.):
5 minutes
Type of Interaction:

Whole Class
Language Components or Skills:

- Speaking
- Listening

Resources for the Activity:

- None

Source:
Designed Activity
Step-by-step:

- Arrange students into a circle and explain the activity: ‘Find someone who takes a shower in the morning,’ using the phrase ‘Do you take a shower in the morning?’
- Allow students 5 minutes to mingle and ask each other the questions, guiding them to respond with yes/no answers.
- Encourage students to jot down classmates' names who fit each activity on a piece of paper.

Recommendations for different English Levels:

- Pre A1: Use visual aids like a smile or thumbs up to denote yes/no responses.
- A1.1: Encourage forming complete sentences post-interaction, e.g., 'Yes, I take a shower every morning.'

Daily Routine Flashcards
Description:
Display flashcards on the board showing daily activities and discuss them using present simple tense. Focus on vocabulary and verb usage.
Time (aprox.):
20 minutes
Type of Interaction:
Whole Class
Language Components or Skills:

- Listening
- Vocabulary

Resources for the Activity:

- Using flashcards

resources:

- Using flashcards

Source:
Teaching English
Step-by-step:

- Show a flashcard and model a sentence, e.g., 'I brush my teeth every morning.'
- Ask students to repeat and create a sentence for each flashcard collectively.
- Use the board to write example sentences and underline the verbs, emphasizing present tense usage.

Recommendations for different English Levels:

- Pre A1: Use imagery to enhance understanding of each activity.
- A1.1: Begin incorporating simple synonyms or alternatives for routine actions.

My Routine Presentation
Description:
In pairs, students prepare a brief presentation about their daily routines emphasizing subject-pronoun and verb, practicing the -s conjugation rule in present tense. Present with peer feedback.
Time (aprox.):
50 minutes
Type of Interaction:
Pairs
Language Components or Skills:

- Speaking
- Writing

Resources for the Activity:

- None

Source:
Designed Activity
Step-by-step:

- Partner students and provide an example of a simple routine presentation, using sentences like 'Every morning, I brush my teeth and eat breakfast.'
- Instruct students to write 3-5 sentences describing their routine, reminding them to use the appropriate verb conjugation.
- Encourage pairs to practice speaking their sentences aloud to each other, offering feedback.
- Provide the board for students as a space to jot down corrections or new vocabulary needed.
- Guide each pair to present their routines to the class, offering feedback focused on clarity and tense accuracy.

Recommendations for different English Levels:

- Pre A1: Base prompts on first-person routines to aid simplicity.
- A1.1: Challenge students by having them narrate a partner's routine.

Error Correction Game
Description:
Provide sentences with deliberate errors about routine activities. Students work in pairs to identify and correct errors, promoting reflection and grammar focus.
Time (aprox.):
10 minutes
Type of Interaction:
Pairs
Language Components or Skills:

- Grammar
- Critical Thinking

Resources for the Activity:

- None

Source:

Designed Activity
Step-by-step:

- Provide pairs with sentences such as ‘She brush her teeth.’ or ‘He go to school.’ Display these, facilitating a group discussion on the errors.
- Encourage students to correct each sentence together, spotlighting specific errors and their fixes.
- Prompt pairs to share their corrections with the class.
- Conclude with a brief reflection on the strategies used for correct subject-verb agreement.

Recommendations for different English Levels:

- Pre A1: Present sentences with one error per statement.
- A1.1: Use more complex sentences incorporating adverbs or compounding simple errors for correction.

Supplementary Routines Worksheet
Description:
Distribute a simple worksheet where students draw and label one personal care activity to solidify understanding of routine vocabulary.
Time (aprox.):
5 minutes
Type of Interaction:
Individual
Language Components or Skills:

- Writing
- Vocabulary

Resources for the Activity:

- None

Source:
Designed Activity
Step-by-step:

- Explain the activity and hand out the worksheet.

- Demonstrate one example: draw yourself brushing your teeth, labeling parts involved like 'teeth', 'brush'.
- Walk around, offering assistance and feedback on their drawings and labels.

Recommendations for different English Levels:

- Pre A1: Offer word banks with images.
- A1.1: Encourage adding an extra sentence about the activity.

Charades: Daily Activities
Description:
In groups, one student mimes a daily activity while the others guess what it is using personal care verbs as clues.
Time (aprox.):
5 minutes
Type of Interaction:
Group
Language Components or Skills:

- Speaking
- Listening

Resources for the Activity:

- None

Source:
Designed Activity
Step-by-step:

- Divide the class into groups of 4-5.
- Explain the rules and demonstrate an example activity by miming brushing teeth.
- Allocate a card depicting an activity to a designated 'performer' who silently performs the action.
- Instruct the group to guess the activity by saying or writing down what they think the action is.

Recommendations for different English Levels:

- Pre A1: Provide images on cards for performers.
- A1.1: Allow slight verbal hints in English to guide guesses.

Personal Care Routine
Description:
Introduce verbs related to daily personal care routines, providing examples like: 'I brush my teeth every morning'. Use visual aids on the board to anchor learning.
Time (aprox.):
15 minutes
Type of Interaction:
Whole Class
Language Components or Skills:

- Listening
- Vocabulary

Resources for the Activity:

- Using flashcards

resources:

- Using flashcards

Source:
Teaching English
Step-by-step:

- Write new vocabulary on the board as visual referents, drawing if needed.
- Model sentence structure with examples, e.g., 'I wash my face every day.'
- Encourage students to repeat the sentences aloud individually, focusing on pronunciation.
- Use props or gestures to tie words to actions, aiding retention.

Recommendations for different English Levels:

- Pre A1 & A1.1: Always keep written forms visible, allowing students to associate words with

actions continually.

Routine Sentence Writing
Description:
Students write five simple sentences about daily personal care routines focusing on correct verb forms and vocabulary from earlier lessons.
Time (aprox.):
25 minutes
Type of Interaction:
Individual
Language Components or Skills:

- Writing
- Grammar

Resources for the Activity:

- Routines and Habits

resources:

- Routines and Habits

Source:
Teaching English
Step-by-step:

- Provide students with lined paper or a dedicated space in their notebooks for this task.
- Review examples collectively, focusing on one 'I' form and one 'He/She' form for verbs.
- Guide students to independently create five sentences, emphasizing neatness and correct punctuation.
- Circulate to offer guidance, correction, and individual support.

Recommendations for different English Levels:

- Pre A1: Begin with two simple structure starters, like 'I _____ every day.'
- A1.1: Incorporate question forms for students to ask peers about their routines.

Share a Sentence
Description:
Each student shares one written sentence with the class. The teacher provides immediate feedback on grammar and verb usage.
Time (aprox.):
10 minutes
Type of Interaction:
Whole Class
Language Components or Skills:

- Speaking
- Listening

Resources for the Activity:

- None

Source:
Designed Activity
Step-by-step:

- Have students volunteer to read their sentences aloud, each clearly enunciating for the class.
- Provide immediate feedback, prompting corrections or exemplary pronunciation as necessary.
- Encourage classmates to offer positive feedback or phrased questions on peers' sentences.
- End with a reflective question like, ‘How does speaking your sentence make grammar clearer?’

Recommendations for different English Levels:

- Pre A1: Lead with easy sentences previously practiced.
- A1.1: Encourage sharing alternative sentences with varied vocabulary.

Routine Vocabulary Bingo
Description:
Prepare a Bingo grid featuring routine-related vocabulary, allowing students to match heard words for comprehension validation.
Time (aprox.):

Weekly Planning

5 minutes
Type of Interaction:
Whole Class
Language Components or Skills:

- Listening
- Vocabulary

Resources for the Activity:

- None

Source:
Designed Activity
Step-by-step:

- Explain the rules, modifying traditional bingo to include selected vocabulary terms.
- Call out vocabulary items one by one, modeling pronunciation.
- Check for active listening and provide small rewards for Bingo completions.
- Reflect on the terms and their usage upon conclusion.

Recommendations for different English Levels:

- Pre A1: Use picture-word associations on grids.
- A1.1: Incorporate verbs that combine routine actions.