

## Teaching the Topic

Daily routines are important. We talk about what we do each day as part of conversations, comparing our life with another person's or with our life in the past or in another country or culture. This can be part of small talk with neighbours and friends. We talk about routines when they are interrupted, often to start conversations – *I usually do my shopping on Monday but yesterday I was sick.*

### Resources

Photos of people going about their daily activities (working, eating); sequential picture stories of daily activities; a photocopy of a week's diary page; a calendar.

### Activities

- Talk about daily routines. Ask questions about daily life in New Zealand – *When...? How often...? Where...?*
- Compare life now with life before New Zealand.
- Brainstorm aspects of daily life – eating, sleeping, cooking, transport, housework, work out of the house, reading, shopping, writing letters or emailing, using a computer, spending time with children and hobbies. Practise talking and asking questions around all these activities.

### Language

- Simple present for life in New Zealand, simple past – regular and irregular verbs.
- Question forms – present and past tenses, questions with BE, questions with modals, 'wh' questions –  
*Do you eat breakfast? When do you eat your evening meal?  
Did you have a car in your country? Are you a vegetarian?  
Can you swim? Where did you do your shopping in your country?*
- Adverbs – *often, sometimes, usually, never, always.*
- Comparisons – *but, used to.*
- Plans that didn't eventuate – *I was going to... but...,  
I thought I could... but..., I wanted to... but...,  
I usually... but...*

## Using the Worksheet

*A possible introductory activity:* What does the learner do first thing in the morning? How does a day start? What is the last thing they do before going to bed?

This is a story with questions to answer in writing. The learner reads the story and talks about it with the tutor. Then they finish the first group of sentences. The tutor and learner ask and answer 'personal' questions. Then the learner uses the story as a model to write their own story by finishing the second group of sentences.

Remember this is a model. Lim Sok's story can be changed for the tutor's own.

### Main learning points

Read for information. The learner also reads to understand the questions. Writing skills involve using the information to write the words to finish the sentences. Learners follow the model to transfer their own details. Speaking skills involve the correct use of pronouns and the present tense – *I get up, He gets up; prepositions – for 5 years, at 7 o'clock.*

### What else could be learnt?

Talk about other personal information using phrases from the story – *I go to bed at 10.30,  
I have lived in New Zealand for three years,  
I have breakfast and take my son to school,  
I work at home.*

Practise other appropriate questions – *Where do you work? How old is your son?*



## Lim Sok's Story

Read the story and discuss it with your tutor.

Hello, my name is Lim Sok. I am 32 years old.

I come from Cambodia.

I have lived in New Zealand for 5 years.

In the morning I get up at 7 o'clock.

I have breakfast and go to work at a factory.

It is very big and many people work there.

I start work at 8 o'clock and I finish work at 4.30pm.



### Answer the questions about Lim Sok

What is his name?

His name is.....

How old is Lim?

He is.....

Where does he come from?

He comes from.....

What time does he get up?

He gets up at .....

Where does he work?

He works at .....

### Now answer questions about you

What is your name?

My name is

How old are you?

I am

Where do you come from?

I come from

What time do you get up?

I get up at .....

