

STUDYING ENGLISH THROUGH DAILY ROUTINES SAMPLE

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ABSTRACT

This article explores methods for teaching students how to discuss daily routines. Establishing routines helps learners structure their days without overthinking decisions. Repeating tasks consistently builds skills, encourages positive habits, and eliminates unhelpful ones. The act of engaging in familiar routines provides individuals with a sense of control and relaxation. In a classroom setting, reinforcing routines through daily repetition allows students to anticipate activities and develop confidence. The article also includes an example of a structured daily routine.

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Introduction

Connecting language learning to daily life makes acquiring a new language more accessible and engaging. Discussing everyday routines is a fundamental part of conversation, whether it involves waking up, attending school or work, or winding down in the evening. This topic focuses on helping learners describe their daily routines using the Present Simple tense and time expressions like “in the morning,” “at 7 o’clock,” and “usually.” Mastering these elements enables learners to speak naturally and confidently about their daily lives.

As students advance, they can enrich their descriptions by adding complexity to their routines, integrating more varied time expressions, and using sequencing words for better structure. The benefits of learning to discuss daily routines include reinforcing the Present Simple tense, practicing frequency adverbs, and adapting descriptions for different proficiency levels.

Progression by Learning Level

- Beginner Level: Focuses on essential vocabulary such as “wake up,” “get dressed,” “have breakfast,” and “go to school/work.” Activities may include matching words to pictures, filling out a schedule, or writing basic sentences about one's day.

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- Elementary/Pre-Intermediate Level: Introduces time expressions like “usually,” “always,” “never,” and phrases such as “at 7 a.m.” and “in the morning.” Activities include writing short paragraphs and comparing routines through simple conversations.
- Intermediate Level: Expands learning to include adverbs of frequency and sequencing words such as “first,” “then,” “after that,” and “finally.” Learners describe more complex routines, such as commuting, meal preparation, or extracurricular activities, and present structured discussions comparing weekdays and weekends.

Key Skills in Routine Descriptions

- Complex Activities – Intermediate learners can incorporate detailed actions like preparing meals, checking emails, commuting, attending meetings, exercising, and studying.
- Time Expressions – Understanding specific phrases such as “at 7 a.m.,” “in the afternoon,” and adverbs like “rarely” or “often” improves clarity in routine descriptions.
- Comparing Weekday vs. Weekend Routines – Learners can describe how their daily activities differ between workdays and leisure days, reinforcing sentence structure using contrastive conjunctions.
- Question Practice – Engaging in conversational practice through questions like “What time do you wake up?” and “Do you have different routines on weekends?” strengthens interaction and fluency.

Grammar Focus: Present Simple Tense

- Affirmative: Subject + base verb (+s/es for he/she/it)
Example: “I wake up at 7 a.m.” / “She goes to school by bus.”
 - Negative: Subject + do/does not + base verb
Example: “They don’t eat breakfast at home.” / “He doesn’t work on Sundays.”
 - Question: Do/Does + subject + base verb
Example: “Do you watch TV in the evening?” / “Does she study English every day?”
- Tip: Learners should remember third-person singular (-s/-es endings) and avoid common errors like saying “He go” instead of “He goes.”

Time Expressions in Daily Routines

- Adverbs of Frequency: Used before the main verb or after “to be” (e.g., “always,” “usually,” “often,” “sometimes,” “never”). Example: “I usually have lunch at 1 p.m.” / “She is always punctual.”
- Specific Times and General Time Expressions: “At 7 a.m.,” “at night,” “in the morning,” “on weekends.” Example: “He studies in the evening.” / “I go shopping on Saturdays.”
- Sequencing Words: Help structure events logically (“First,” “then,” “next,” “finally”).
Example: “First, I check my messages. Then I have coffee. After that, I start my work.”

How to Describe a Full Day

Learners can organize their responses into structured sections:- Morning: Waking up, getting ready

- Daytime: Studying, working, commuting- Evening: Relaxing, cooking, exercising- Night: Preparing for sleep, reading

Example (Intermediate level):

"I wake up at 6:30 in the morning. First, I take a shower and make coffee. Then, I read the news and check my messages. I start work at 9 a.m. and attend meetings until noon. After lunch, I focus on my projects until 5 p.m. In the evening, I cook dinner or go out with friends. I usually go to bed around 11 p.m."

Helpful Learning Strategies

- Use a planner: Writing a daily schedule in English reinforces comprehension.
- Record yourself: Speaking about routines improves fluency.
- Practice conversations: Engaging with partners in discussions enhances interaction.
- Use visuals: Timetables or routine charts aid understanding.

Mastering daily routine descriptions is a significant step toward fluency in English. By focusing on grammar, time expressions, and sequencing words, learners gain confidence in expressing their everyday experiences. As they progress, they can expand vocabulary, form more detailed sentences, and improve their ability to communicate effectively. These skills are beneficial for both casual conversations and professional interactions.

Conclusion

Talking about daily routines may seem simple, but it lays the foundation for effective communication in English. By mastering the Present Simple tense, using a variety of time expressions, and learning to organize events with sequencing words, learners become more confident in expressing their everyday lives. As they progress, they can expand their vocabulary, build longer sentences, and describe routines in more detail—skills that are essential for both spoken and written communication. Whether for personal conversations, classroom activities, or future professional use, the ability to clearly describe one's daily routine is a key step in becoming a fluent English speaker.

- Importance of linking language learning to daily life
- Use of routines and time expressions in everyday English
- Grammar Focus: Present Simple Tense
- Time Expressions (Adverbs of frequency, specific/general time, sequencing words)
- Describing a Full Day (Structured and detailed routine examples)
- Tips for Learners (Helpful strategies for improving fluency and confidence)--
- Summary of the benefits of mastering this topic
- Encouragement for continued practice and development

A daily routine provides young learners with a structured activity to learn basic vocabulary and concepts. The routine provides a safe, familiar environment where learners become more willing to take risks and practice new language.

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