

Universidade Federal de Minas Gerais

Faculdade de Letras

Departamento de Letras Germânicas

Curso de Especialização – Módulo IV

Disciplina: Preparação de Materiais e Avaliação

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TALKING ABOUT DAILY ROUTINES (7ª SÉRIE)

(Listening)

1. Listen to the song "*I say a little prayer for you*" from the movie "My best friend's wedding" here performed by the cast of the movie. Listen to it twice and substitute the underlined words for the correct ones:

Choose the words from the list below:

darling	little	love	run	say	take	think	wake	what
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The moment I get up
Before I put on my make up
I play a little prayer for you

While combing my hair now
And wondering which dress to wear now
I say a long prayer for you

CHORUS

Forever, and ever

You'll stay in my heart

And I will love you
Forever, and ever

We never will part
Oh, how I love you

Together, forever

That's how it must be
To live without you
Would only mean heartbreak for me

woo, woo, woo

I wait for the bus, dear
While riding I dream of us, dear
I say a little prayer for you

At work I just spend time
And all through my coffee break time
I say a little prayer for you

REPEAT CHORUS

My dear, believe me
For me there is no one but you
Please like me too

CHORUS

(Vocabulary building)

2. Now pretend you're the singer. After you wake up, besides saying a little prayer for your love, you do a lot of things. According to the song, write some of them down:

I _____ my make up.

I _____ of her and her love.













I _____ my hair.

I _____ time through my coffee break at work.

I _____ what dress to wear.

I _____ for the bus.

3. What about you? Take a look at the pictures and put them in the correct order according to your daily routine.

() 	() 	() 	() 
Brush my teeth	Help my mother at home	Do my homework	Watch TV
() 	() 	() 	() 
Play sports	Take a bus	Go to bed	Have lunch
() 	() 	() 	() 
Listen to music	Have breakfast	Go to school	Talk on the phone

* Now tell your friend about your day.

USE:

First I _____.






Then I _____.

After that I _____.

Next I _____.

Finally I _____.

4. Switch pairs. Then fill in the table below with information that you believe to be true about what your new partner does after school/work:

Model: After school (or work), I think my pal plays soccer.






* Talk to him/her and check if your guesses are correct. If they aren't, correct the information.

- Do you _____(play soccer)_____ after school/work?
- Yes, I do. / No, I don't. / Yes, sometimes.
- *(if negative)* So, what do you do after school/work?
- I _____.

5. GUESS WHO?

- What is your routine these days? Fill in the table. Do not let your friend see what you are writing. It's your secret.

	MONDAY	SATURDAY	SUNDAY
Morning			
Afternoon			
Evening			

- Follow your teacher's instructions and have fun.

6. Talk to your partner about some professionals' routines and complete:

USE:

-What does a / an _____ (*doctor*) _____ do?

- A / An _____ (*doctor*) _____ (*treats patients in a hospital*) _____ .
(possible answer)

STUDENT A

1. A pilot _____.
2. A _____ works in a school.
3. A soccer player _____.
4. A _____ works in a restaurant.
5. A nurse _____.
6. A _____ writes for a newspaper.
7. An actor _____.
8. A _____ delivers letters.
9. A police officer _____.
10. A _____ builds houses.

STUDENT B

1. A _____ provides the population with security.
2. A postman _____.
3. A _____ flies planes.
4. A mason _____.
5. A _____ works in a hospital.
6. A teacher _____.
7. A _____ plays soccer.
8. A waiter _____.
9. An _____ acts in films.
10. A journalist _____.

Now choose 2 other professionals and describe their routine:

(Grammar awareness)

7. You've received this e-mail from your new e-pal in Japan. Read her e-mail carefully and then do the activity that follows:

Date: 13 Jul 2003
Name: Tomoka Fujita
Country: Japan
Age: 15
Gender: Female

Hello,

My name is Tomoka Fujita. I am a high school student. I cannot speak English well. So I study English hard everyday. I wake up early and go to school. I study all day long and after school, I have piano classes. I also listen to music every day. I want to make a lot of friends. I hope you send me a message.

Love,

Tomoka.

(Adapted from an e-mail extracted from the site <http://www.netcomuk.co.uk/~fullerad/emailpal>)

Read the sentences taken from Tomoka's e-mail.

- I study English hard every day.
- I wake up early...
- ...and go to school.
- I study all day long...
- I have piano classes.
- I also listen to music every day.

Now choose the best option to complete the statements:

a) All the sentences above describe...

- () daily activities
- () future activities
- () past activities

b) When we want to express this idea we use the verbs in the...

- () future
- () past
- () present

c) We need the –s after the verb when...

() the first person “I” is the subject of the sentence.

() the second person “you” is the subject of the sentence.

() the third person “he/she/it” is the subject of the sentence.

(Speaking)

8. Role-play

Student A: Suppose you are a famous person who will be interviewed about your everyday life. Talk to a journalist about it.

Student B: You are a journalist and you want to find out about a famous person’s daily routine. Talk to him/her.

(Writing)

9. E-mail

You’ve received the e-mail above from your new e-pal, Tomoka, from Japan, remember? Now, it’s your turn to write her back. Based on what you’ve learned in this unit, tell her some things about yourself and your daily routine.

10. FINAL PROJECT – Prepare your poster session.

SELF-ASSESSMENT

1) O que você aprendeu nessa unidade?

2) Você se acha capaz de falar sobre a sua rotina diária em inglês?

3) O que você não gostou nessa unidade?

4) O que você gostaria de revisar?

5) Qual das duas figuras representa como você se sentiu nessa unidade?

() 😊

() ☹️

TEACHER'S GUIDELINES

1) The song was taken from the soundtrack of the movie "My best friend's wedding". The version used in the activity was the one sung by the cast of the movie.

2) Have the students complete the sentences according to the song. If the students don't perform any of those activities, tell them they are allowed to use "I don't..."

3) The aim of this activity is to present vocabulary related to daily routine. After the recognition phase (sequencing), students will have the chance to practice in pairs so that they can work on how to pronounce the new vocabulary and exchange information.

4) First have students choose who they would like to work with. Then have them write about this person. After that have them talk to each other in order to check their guesses. Go over the language they are supposed to use before they actually start talking to their peers.

5) GUESS WHO? - The purpose of the activity is to have the students find out whose routine the slips refer to. Therefore, hand the students some pieces of paper with the table for them to fill in or draw the table on the board and have them copy. Tell them to fill in with their information using capital letters to avoid being recognized by their peers. As soon as the students have finished filling in, collect all the papers and give them out at random.

The students are supposed to talk about the information they got by saying: *On Monday mornings this person **goes** to school / **plays** ...* The other students are supposed to guess who s/he is talking about. Have at least 10 students reading the slips. The objective is to have them inductively practice the simple present 3rd person singular through a fun activity – which is guessing who that person is.

6) This is an information gap activity in which student A has to ask student B and vice-versa in order to complete the table. Therefore, they can't read each other's tables. Encourage students to collaboratively work on two other occupations they feel like talking about.

7) Have students work individually in order to infer the use of the grammatical aspect of the function covered in this unit.

8) The students are supposed to role play a situation. Have them gather in pairs and tell them to choose a famous person they would like to be or one they know some information about. Provide them with vocabulary they don't know. They are supposed to ask and answer questions as in a real interview. Later they can perform before the class.

9) Provide the students with some information concerning the structure of emails (mainly informality, short length, objectivity). Ask the students to write the first draft and help them revise it before the final version.

10) Final Project: The students are supposed to make a poster session with the emails they have written so that every student in class will be able to read them.

SELF-ASSESSMENT: The objective is to have students reflect upon their learning process and give the teacher feedback on his/her work.

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