



كلية : الاداب

القسم او الفرع :قسم اللغة الانجليزية

المرحلة: دبلوم

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اسم المادة باللغة العربية : مهارات اكاديمية مستوى 1

اسم المادة باللغة الإنكليزية : Headway Academic Skills Level 1

اسم المحاضرة الثالثة باللغة العربية: الروتين اليومي

اسم المحاضرة الثالثة باللغة الإنكليزية : - Daily Routines

The Aims of the lecture are:

This section introduces the idea of making predictions about the content of a text before reading it, as an aid to comprehension. In particular, it focuses on the skill of looking at the pictures in a text to predict meaning. It also aims to give further practice in the skill of skimming a text for the general idea.

The Instructor acts the following:

- Write three jobs on the board, for example: *gardener*; *pilot*, *bank clerk*
- Ask students to work in pairs and to think about the good points (advantages) and bad points (disadvantages) of each job.
- Discuss the ideas briefly with the class. Try to elicit the words *healthy*, *salary*, and *stress* in the discussion.

PROCEDURE

- 1 Introduce this activity as a mini-survey. Tell students to read the instructions and to look at the table. Working with a partner, they should then complete the table. Point out that they can write any combination of numbers - for example, 1, 1, 1 if they think that all factors are very important. Collect the results for the whole class. Make totals for each factor and display them in a table on the board,
e.g. a) 21, b) 32, c) 19. Use the results for a discussion on the

relative importance of these three factors.

- 2 Tell students to read the **Study Skill**, and make sure they understand the word *predict*.

Read the instructions and the example sentence with the class. Students then identify the jobs of the other people and make similar sentences about them. They then discuss in pairs whether the jobs are healthy or stressful, and give their reasons. Discuss the answers with the class.

- 1 Elicit the difference between skimming and scanning. Tell students to read the **study Skill** to check that they remember correctly. Students read the instructions, then skim the article quickly to choose headings for each paragraph. Students check their answers in pairs.

- 1 Students read the article to check their predictions from exercise 2.

- 2 Ask students to read the instructions, then ask them to say what a summary is. Elicit these facts:

- it is shorter than the original text
- it contains the main points
- it is useful for revision later on

Students complete the summary individually using the words in the box. Check answers with the class.

WRITING Routines and procedures pp12-B

- Write the word *routine* on the board and elicit examples of routines, e.g. a work routine or a school routine. Ask some students to describe their daily routine.

- Then write the word *procedure* on the board.
- Elicit that a procedure is a way of doing a particular task, and elicit examples,
e.g. registering for a course, sending an email, opening a bank account, etc.
- Choose one procedure, e.g. registering for a course, and elicit the steps in the procedure (e.g. look at the list of courses, discuss the options with a tutor, choose a course, etc.).

PROCEDURE

1 Ask students:

- *When do you need to write by hand?*

Make a list on the board with the class. Then ask students to read the **Study Skill** on handwriting. Ask the class to compare the list in the book with their suggestions. Discuss any additional occasions when handwriting is important.

Students then read the instructions individually and match the mistakes with the examples (a-f) in the paragraph. Check answers with the class and elicit from students their own problems with handwriting

students:

- *What is a paragraph?*
- *How do we show when a new paragraph begins?*

Listen to the students' answers and then direct them to the **Study Skill** on paragraphs. Give them time to read the information and make sure they have understood everything.

Students now read the instructions for the exercise and look at the text about Helena. Students discuss their answers in pairs, then check answers with the class.

EXTENSION ACTIVITY

Ask students to write out the two paragraphs correctly. Tell them to use either indented or block style.

Write on the board the title: *How to Plan and Write an Essay*. Elicit ideas from students and write down the steps they come up with. Then draw their attention to the instructions. Get them to look at the words in the box and the paragraph about Maria. Students complete the paragraph.

Discuss briefly the steps Maria uses to write an essay. Compare them with the steps the class mentioned earlier.

Put students into pairs and tell them they are going to write about their partner's daily routine.

First, they should interview their partner and take notes.

Help them to start the interview by getting suggestions for questions:

- *When do you leave home?*
- *When do you get to the university/school?*
- *What do you do first?*
- *What do you do after that?etc.*

When students have finished taking notes, explain that they are going to write two paragraphs so they should decide which

information will go in each paragraph (e.g. morning routine, afternoon routine). Refer them back to the paragraphs about Maria's daily routine in exercise 4. Tell them they can use these paragraphs as a model for their own.

Remind them that they should use suitable sequencing words and time expressions. Refer them to the ideas in the box, and also the words and expressions used in exercises 4 and 6.