



# IDEAL SCHEDULES

**Proficiency Level:** Intermediate

**Lesson Length:** 90 minutes

**Vocabulary and Expressions:** Do you work on/at \_?" "What day/time do you work?"

**Language/Culture Point:** Using "on" with days and "at" with time

**Objective:** Students will be able to talk about their work schedules, including the days and times they work.

**Materials:** 1) Work schedule, 2) Ball, 3) Picture cards, 4) Survey (in student book)

**Preparation:** Lesson nine requires the instructor to create a work schedule for students, as well as a story about his or her own schedule and what he or she does and does not like about it. Activity cards will be provided, and you can create additional cards as necessary. Use index cards to create time cards to represent each time mentioned in the story. The activity pictures will demonstrate a reason for why you do or do not like that time in your schedule. For example: I go to work at 8 a.m. (time card with 8 a.m.). I do not like this because traffic is bad (picture card with traffic).



## STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	- Work schedule	- Authentic Materials, question asking and answering

### TEACHING ACTIVITY

1. Show the students a work schedule.
2. Ask the students questions about the schedule. Does the employee work on Saturday? What time does the employee work on Wednesday? Do you like this schedule? Why or why not?

## STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	- Work schedule	- Authentic Materials, pictures

**IDEAL SCHEDULES****TEACHING ACTIVITY**

1. Pretend you are the employee, and this is your work schedule.
2. Using the picture cards provided, tell a story about what your schedule is and what you do and do not like about it. Tape the pictures and the times on the board for the students to see.
3. Repeat the story as necessary.

**STEP 3: COMPREHENSION CHECK**

<b>Time Frame</b>	<b>Materials</b>	<b>Teaching Strategies</b>
10 minutes	- Pictures	- Match up

**TEACHING ACTIVITY**

1. Remove the pictures from the board and pass one to each student.
2. Have the students come to the board and tape their picture with the appropriate time. If possible, have the students retell that portion of the story.

**STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK**

<b>Time Frame</b>	<b>Materials</b>	<b>Teaching Strategies</b>
10 minutes	- Work schedule	- Surveys and interviews

**TEACHING ACTIVITY**

1. Tell students, “Today we are going to talk about our work schedules.”
2. Show students the blank schedule and fill it out according to your work schedule.
3. Ask students about your schedule. Do I work on Monday? What time do I work on Saturday? (Add in some variations, like “I work this Monday, but not next Monday” or “I usually don’t work Saturdays, but sometimes I have to.”)



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4. Model writing the answers in the survey in the book.
5. Allow students time to fill in their own schedule in their books.

### **STEP 5: GUIDED PRACTICE**

<b>Time Frame</b>	<b>Materials</b>	<b>Teaching Strategies</b>
10 minutes	- Survey	- Surveys and interviews

#### **TEACHING ACTIVITY**

1. Approach one student and ask a survey question. Write her or his answer on the survey. Continue with all the survey questions.
2. Continue with several other students to ensure understanding.

### **STEP 6: SMALL GROUP WORK**

<b>Time Frame</b>	<b>Materials</b>	<b>Teaching Strategies</b>
20 minutes	- Student pages, survey	- Surveys and interviews

#### **TEACHING ACTIVITY**

1. Students will circulate and talk to their classmates to fill in the survey.
2. When the students have finished, ask them a few questions about their classmates. For example, “Rosa, does Juan work on Friday?” “David, does Sarah ever work at 11 p.m.?”

### **STEP 7: HIGHLIGHT HOW ENGLISH WORKS**

<b>Time Frame</b>	<b>Materials</b>	<b>Teaching Strategies</b>
10 minutes		



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### TEACHING ACTIVITY

1. Write a sample sentence on the board. "I work on Friday at 8 a.m."
2. Point out to students the use of "on" and "at."
3. Ask if they know why there is a different word.
4. Point out that we use "on" for days of the week and "at" for time. Add that when we talk about time of day, we normally use the word "in." For example, "in the morning, in the afternoon, in the evening," but we use the word "at" for night ("at night.")
5. Ask students what days and times they work, prompting them to respond with "on \_\_\_\_\_," "at \_\_\_\_\_" or "in \_\_\_\_\_."

### STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	- Ball	- Ball toss

### TEACHING ACTIVITY

1. Have students stand in a circle.
2. Toss the ball to one student and ask something about his or her schedule.
3. After responding, the student will toss the ball to another student and ask a question about his or her schedule.
4. Continue until each student has the opportunity to answer.