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| **Topic: Daily Schedule** | | | | |
| **Instructor:** | **Level:** | **Age:** | **Number of Students:** | **Length:** |
| Jeong-mi, Park (Jen) | Intermediate | Adults | 4 | 50minutes |
| **Materials:**  White board and board markers  An example chart of daily schedule: Presentation  Today’s idioms worksheet #1: Presentation (4 copies)  The listening script for dividing each line: Practice (2 copies/pair work)  A daily schedule chart worksheet #2: Production (4 copies)  Icebreaker worksheet #3: Production (4 copies) | | | | |
| **Aims:**  Ss will be able to pick up the details in the dialogue through taking note.  Ss will be able to understand the relationship between the sentences by arranging the dialogue.  Ss will be able to use simple present tense in their pair work.  Ss will be able to use daily life words through a conversation with their partner.  Ss will be able to describe their daily life including the time.  I want to overcome my fear of speaking English. | | | | |
| **Language Skills:**  Readingg Ss will read directions and contents on the worksheet  Listening Ss will listen a dialogue about daily schedule and their partner’s answer.  Speaking Ss will describe their daily life to their partner  Writing Ss will fill a daily schedule chart. | | | | |
| **Language Systems:**  Phonology /p/ vs /f/  Lexis idioms used in describing daily life (get off, stay up, set aside)  Grammar simple present tense  Function asking and answering question  Discourse arranging the dialogue in order | | | | |
| **Assumptions:**  Students already know  -how the class is set up and run  -the teacher’s style of teaching and the pace of the course  -simple present tense | | | | |
| **Anticipated Errors and Solutions:**  Sts may find it difficult to understand the dialogue  -Play it as many times as needed for them to complete their tasks.  Sts may not be able to match the words to the definition.  -Explain the words that they do not know or have other students to explain them to their peers.  Ss may not be able to follow the passage easily  Ss may not be able to pick up details from the listening  -Chunk the listening  Ss may need more time to work on arranging the dialogue  If time is short,  -Shorten the discussion.  If Ss finish their tasks earlier than anticipated,  -Give Ss SOS activity. | | | | |
| **References:**  Daily Schedule. (n.d.) In *Randall’s ESL Cyber Listening Lab*. Retrieved December 30, 2018 from  https://www.esl-lab.com/schedule/schedrd1.htm  Get off. (n.d.) In *Collins*. Retrieved December 30, 2018 from  https://www.collinsdictionary.com/dictionary/english/get-off  Set aside. (n.d.) In *Collins*. Retrieved December 30, 2018 from  https://www.collinsdictionary.com/dictionary/english/set-aside  Stay up. (n.d.) In *Collins*. Retrieved December 30, 2018 from  https://www.collinsdictionary.com/dictionary/english/stay-up  Set aside. (n.d.) In *THE FREE DICTIONARY BY FARLEX*. Retrieved December 30, 2018 from  https://idioms.thefreedictionary.com/set+aside  Stay up. (n.d.) In *THE FREE DICTIONARY BY FARLEX*. Retrieved December 30, 2018 from  https://idioms.thefreedictionary.com/stay+up | | | | |
| **Notes:** | | | | |

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| **Presentation** | | | | | |
| **Aims:**  Ss will be able to pick up the details in the dialogue through taking note. | | | | **Materials:**  An example chart of daily schedule  Today’s idioms worksheet  Listening audio file & player on computer | |
| **Time** | **Set Up** | **Student** | | | **Teacher** |
| **(15min)**  **1min**  **5min**  **1min**  **2min**  **2min**  **3min**  **1min** | **Whole**  **Individually**  **Whole**  **Whole**  **Pairs**  **Whole** | Ss might say hi and let the teacher know how they feel today.  Ss will answer teacher’s question.  Ss will guess what it is  Ss might complete the worksheet.  Ss will check their answers.  Ss will answer teacher’s questions.  Ss will listen to the dialogue.  Ss will answer teacher’s questions.  Ss will take note while listening.  Ss will discuss and share their idea with their partner.  Ss will find the answers.  Ss will check their answer. | | | **Greeting Students**  Hi, everyone. How are you today?  **Eliciting Question**  Did you sleep well last night?  What time do you usually get up?  What time do you go to bed?  Look at this chart.  (showing a daily chart one by one)  Can you guess what it is?  This is my daily schedule.  I always get up at 6:00 am and I come to the office at 7:30 am. I have lunch at noon. I leave work at 4:30 pm. I work out regularly. I go to bed at 10:00 pm.  **Introducing topic**  Today we will listen to a dialogue about their daily schedule.  Before the listening, we will learn some idioms in the dialogue.  **Idioms**  Instruction  I’m going to give a worksheet. This sheet has two parts. The first part is Definition. Match the idioms with its correct meaning. The second part is in context. Complete the sentences with the idioms correctly.  (Distribute the worksheet #1)  Demonstration  Let’s look at the number one in the title of definition as an example. “get off” is to finish one’s workday. So put the letter “c” in the blank next to the number one.  You have 5 minutes.  ICQ  Who are you working with?  How much time do you have?  (Monitor discreetly. Answer students if they ask questions.)  Give time warning: 1minute left.  (Be flexible with time. Give 1 more minute if they need it.)  Time’s up!  Check answers: let’s do together. Look at the #2.  (Let students check their answers.)  **Guiding Question**  What do you say when you remain awake until late? (stay up)  Which tense do you use describing your daily life? (present tense)  **Listening for the main idea (general understanding)**  Instruction  Now we are going to listen to a dialogue.  I want you to listen and understand what the main idea is.  Put your pens down and focus on the main idea while you listen.  ICQ  Can you take notes?  (Play the audio file on computer)  What is the main idea?  How did you know that?  **Listening for details**  Instruction  We are going to listen one more time. This time you can take a note about the details.  Then you will find the answers for these questions on this board. Let’s listen again.  (Play the audio file on computer)  Did you find the answers from your note? If you don’t, it’s OK. Let’s do it in pairs. Discuss and share your idea with you partner. You have 3 minutes.  (Monitor discreetly.)  **Comprehension Question**  (the questions below are already written on the board before the class start)  -Literal question  What time does he get up? (Around 5:00 am)  -Interpretive question  Why does he stay up late? (He often watch TV or talk with his wife and works on his site.)  How long does he get to work? (It takes 1hour and 20minutes.)  -Applied question  In order to live a balanced life, how can we do it? (Various answers)  Give time warning: 30 seconds left.  Time’s up.  Check the answers.  Share their idea with all the class. |
| **Notes: Remember to write these comprehension questions on the board in advance.** | | | | | |
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| **Practice: arranging the dialogue in order and reading aloud (pair work)** | | | | | |
| **Aims:**  Ss will be able to understand the relationship between the sentences by arranging the dialogue. | | | | **Materials:**  divided papers written each line of the dialogue | |
| **Time** | **Set Up** | **Student** | | | **Teacher** |
| **(10min)**  **7min**  **3min** | **Pairs**  **Whole** | Ss will prepare for the activity.  After Ss arrange each lines properly, they will play the roles and switch with their partner.  Ss will check their work. | | | Instruction  Now with your partner, let’s do another kind of activity!  I’ll give a set of all the lines from the dialogue.  You can arrange each line in order and then complete the dialogue.  After completing this dialogue, take turns playing the roles of the man and woman. You have 7 minutes. Let’s start!  (Distribute a set of the dialogue per pair)  Demonstration  At first, the woman says “So, what’s your usual day like? You always seem so busy.” So, that paper is put the very first. Then you can find his answer about her question.  ICQ  Are you working alone?  (Monitor discreetly. Answer students if they ask questions.)  Give time warning: 1minute left.  (Be flexible with time. Give 1 more minute if they need it.)  .  Time’s up!  I’m going to play the dialogue again. You can check your work.  (Play the audio file on computer)  Can you correct by yourself?  If you have a difficulty about this activity, please let me know. |
| **Notes:** | | | | | |
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| **Production: filling in the daily schedule chart (pair work)** | | | | | |
| **Aims:**  Ss will be able to use simple present tense in their pair work.  Ss will be able  to use daily life words through a conversation with their partner.  Ss will be able to describe their daily life including the time. | | | | **Materials:**  A daily schedule chart worksheet #2  Icebreaker worksheet #3 | |
| **Time** | **Set Up** | **Student** | | | **Teacher** |
| **(20min)**  **1min**  **10min**  **3min**  **3min**  **3min** | **Whole**  **Pairs**  **Whole**  **Individually**  **Whole** | Ss will predict what the next activity is coming.  Ss will talk about their daily life with their partner and fill in the chart.  Ss will share their partner’s daily schedule with the others.  Ss will fill in the worksheet.  Ss will have an opportunity to talk about themselves equally. | | | **Prediction**  (Show the daily schedule worksheet #2 to Ss one by one)  What is this?  How can we use this?  Instruction  I’ll give this daily schedule chart to each of you. With your partner, talk about your daily schedule and write down your partner’s schedule in the chart, not yours. You have 10 minutes.  Demonstration  In order to filling all of this chart, ask your partner about their daily life. For example, you can ask “what time do you get up?” or “what do you do in the evenings?” and listen to your partner’s answers. Then, write down those answers with time order. Also you can use these verbs on the bottom of the page.  (Monitor discreetly. Answer students if they ask questions. Take note if Ss make a mistake.)  ICQ  What are you supposed to?  Whose daily schedule do you write on the chart? Yours or your partner’s?  Give time warning: 1minute left.  (Be flexible with time. Give 1 more minute if they need it.)  Time’s up.  Let’s share your daily life.  Pick up the two interesting activities from your partner’s schedule and share with the others.  **Icebreaker**  (distribute icebreaker worksheet #3)  This time you can tell us about yourself. Fill in the blanks first. And then share your daily life. I’ll give 3 minutes.  (Monitor discreetly. Answer students if they ask questions.)  Give time warning: 30 seconds left.  Time’s up!  Tell us about yourself. Let’s share your day in the life. |
| **Notes:** | | | | | |
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| **Post Production: Error correction & CCQ** | | | | | |
| **Aims:** | | | | **Materials:**  White board and board markers | |
| **Time** | **Set Up** | **Student** | | | **Teacher** |
| **5min** | **Whole** | Ss will answer teacher’s questions. | | | So, until now we’ve learned new vocabularies about daily schedule and we use simple present tense to say that something happens repeatedly.  CCQ  What is the verb means “to finish work”? (get off)  What is the verb means “not go to bed”? (stay up)  Is it proper to say “I took a shower every day.”? (No)  Today you did a good job. See you tomorrow. |
| **Notes:** | | | | | |
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| **SOS Activity** | | | | | |
| **Materials:** White board and board markers | | | | | |
| **Time** | **Set up** | | **Student** | | **Teacher** |
| **7 min** | **Individually** | | Ss will understand the rule and take part in. | | **Chain Dictation**  Instruction  Now we are going to do something funny. This is “chain dictation.” I’ll read a list of letters which spell out a number of words related to daily schedule, today’s topic. You have to write down the letters and then work out what the individual words are.  Demonstration  I’ll give an example. G-O-T-O-B-E-D.  (write “G-O-T-O-B-E-D” on the board)  Can you guess?  That’s “go to bed.”  (G-O/T-O/B-E-D on the board)  Did you know that?  We are going to this game.  Raise your hand if you know the answer.  Let’s start!  S-E-T-A-S-I-D-E-W-O-R-K-D-A-Y  S-T-A-Y-U-P-L-A-T-E-D-R-I-V-E  G-E-T-O-F-F-W-O-R-K-R-E-S-T  H-A-N-G-O-U-T-C-O-M-M-U-T-E  H-A-V-E-L-U-N-C-H-T-O-D-A-Y |

Worksheet #3

Name : My name is Jen

ICEBREAKER

A day in the life

Tell us a little about yourself.

The first thing I do each morning\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Breakfast consist of\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If I have 30 minutes to myself, I\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I love to wear\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My favorite place to get lunch\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I never miss an episode of\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



Worksheet #1

Name : My name is Jen

Today’s Idioms

get off / stay up / set aside

**Definition**

Directions: Match the idioms with its correct meaning.

abcdef1. Get off

abcdef2. Stay up

abcdef3. Set aside

a. To remain awake beyond one’s normal bed time

b. To separate and reserve for a special purpose

c. To finish work

**In context**

Directions: Complete the sentences with the idioms correctly.

If you get off, you leave a place because it is time to leave.

If you set something aside for a special use or purpose,

you keep it available for that use or purpose.

If you stay up, you remain out of bed at a time when most people have gone to bed or at a time when you are normally in bed yourself.

Worksheet #1-answer key

Name : My name is Jen

Today’s Idioms

get off / stay up / set aside

**Definition**

Directions: Match the idioms with its correct meaning.

\_\_\_c\_\_\_\_1. Get off

\_\_\_a\_\_\_\_2. Stay up

\_\_\_b\_\_\_\_3. Set aside

a. To remain awake beyond one’s normal bed time

b. To separate and reserve for a special purpose

c. To finish work

**In context**

Directions: Complete the sentences with the idioms correctly.

If you get off, you leave a place because it is time to leave.

If you set something aside for a special use or purpose,

you keep it available for that use or purpose.

If you stay up, you remain out of bed at a time when most people have gone to bed or at a time when you are normally in bed yourself.

Worksheet #2

Name : My name is Jen

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_‘s daily schedule

Directions: Fill in the times and activities of your partner’s daily schedule.

|  |  |
| --- | --- |
| Time | Activity |
|  |  |
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| Daily life words |

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| --- |
| Commute  Do exercise  Drive  Fall asleep  Feed cat  Get dressed  Get washed  Go for a walk  Go out to eat  Go shopping  Hang out  Have a coffee  Hobby  Take a break  Take a nap  take a rest  take a shower  wash dishes  weekday  weekend |

Woman: So, what's your usual day like? You always seem so busy.

✄ ---------------------------------------------------------------------------------------------------------------------------------------------------------------------

Man: Well, I usually get up around 5:00 a.m. and work on the computer until 6:00 a.m

✄ ---------------------------------------------------------------------------------------------------------------------------------------------------------------------

Woman: Why do you get up so early?

✄ ---------------------------------------------------------------------------------------------------------------------------------------------------------------------

Man: Well, I have to leave home at twenty to seven (6:40 a.m.) so I can catch a bus at 7:00 o'clock . It takes me about twenty minutes to walk to the bus stop from my house.

✄ ---------------------------------------------------------------------------------------------------------------------------------------------------------------------

Woman: And what time do you get to work?

✄ ---------------------------------------------------------------------------------------------------------------------------------------------------------------------

Man: Uh, my bus takes about an hour to get there, but it stops right in front of my office.

✄ ---------------------------------------------------------------------------------------------------------------------------------------------------------------------

Woman: That's nice. And what time do you get off work?

✄ ---------------------------------------------------------------------------------------------------------------------------------------------------------------------

Man: Uh, around 5:00 o'clock. Then, we eat dinner around 6:30, and my wife and I read and play with the kids until 8:00 or so.

✄ ---------------------------------------------------------------------------------------------------------------------------------------------------------------------

Woman: So, when do you work on your website? You said one time that you create it at home?

✄ ---------------------------------------------------------------------------------------------------------------------------------------------------------------------

Man: Well, my wife and I often watch TV or talk until 10:00 o'clock. She then often reads while I work on my site, and I sometimes stay up until the early hours of the morning, but I try to finish everything by one or two.

✄ ---------------------------------------------------------------------------------------------------------------------------------------------------------------------

Woman: And then you get up at 5:00 a.m.?

✄ ---------------------------------------------------------------------------------------------------------------------------------------------------------------------

Man: Well, yeah, but it's important to live a balanced life. I enjoy what I do, but you have to set aside time for the family and yourself.

✄ ---------------------------------------------------------------------------------------------------------------------------------------------------------------------

Woman: I agree.

✄ ---------------------------------------------------------------------------------------------------------------------------------------------------------------------

Man: But I think my wife has the toughest job. She spends her whole day taking care of our family . . . taking the kids to school, working in the garden, buying groceries, taking the kids to piano lessons . . . [Wow!] It's a full-time job, but she enjoys what she does.

✄ ---------------------------------------------------------------------------------------------------------------------------------------------------------------------

Woman: Well, it sounds like you're a busy, but lucky man.

✄ ---------------------------------------------------------------------------------------------------------------------------------------------------------------------

Man: I think so too.

✄ ---------------------------------------------------------------------------------------------------------------------------------------------------------------------

Listening Script

Daily schedule

Woman: So, what's your usual day like? You always seem so busy.

Man: Well, I usually get up around 5:00 a.m. and work on the computer until 6:00 a.m.

Woman: Why do you get up so early?

Man: Well, I have to leave home at twenty to seven (6:40 a.m.) so I can catch a bus at 7:00 o'clock . It takes me about twenty minutes to walk to the bus stop from my house.

Woman: And what time do you get to work?

Man: Uh, my bus takes about an hour to get there, but it stops right in front of my office.

Woman: That's nice. And what time do you get off work?

Man: Uh, around 5:00 o'clock. Then, we eat dinner around 6:30, and my wife and I read and play with the kids until 8:00 or so.

Woman: So, when do you work on your website? You said one time that you create it at home?

Man: Well, my wife and I often watch TV or talk until 10:00 o'clock. She then often reads while I work on my site, and I sometimes stay up until the early hours of the morning, but I try to finish everything by one or two.

Woman: And then you get up at 5:00 a.m.?

Man: Well, yeah, but it's important to live a balanced life. I enjoy what I do, but you have to set aside time for the family and yourself.

Woman: I agree.

Man: But I think my wife has the toughest job. She spends her whole day taking care of our family . . . taking the kids to school, working in the garden, buying groceries, taking the kids to piano lessons . . . [Wow!] It's a full-time job, but she enjoys what she does.

Woman: Well, it sounds like you're a busy, but lucky man.

Man: I think so too.