Objectives for Week 3 – Students will:

- read calendars and schedules
- create a personal schedule
- make inferences from student interviews
- say dates using ordinal numbers
- write dates in four different ways
- use the simple present tense

Lesson 3.1 – Schedules and Calendars

Recommended Materials for Lesson 3.1

- extra copies of the review sheet from Lesson 2.2
- whiteboard (with markers) or blackboard (with chalk), and eraser
- nametags, name tents, or equivalent, and markers
- an analog clock (real or toy) with movable hour and minute hands
- pictures of daily activities
- lined paper and extra pens for student use
- copies of the blank Schedule Grid for Activity #3, the train schedule for Activity #4, and the Lesson 3.1 review sheet

To reduce the need to write long displays on the board, consider preparing “posters” (on newsprint paper) in advance.

You may want to use some of the activity pictures from Week 2. Additional activity pictures appear at the end of the lessons for this week.

Activity #1 – Review

1. Greet the students. After several students arrive, point to a clock (or show a toy clock) and ask “What time is it now?” If they hesitate, prompt the students and write “It is now [time with am or pm]” on the board.
2. Make sure that everyone has a copy of the review sheet from Lesson 2.2. Demonstrate the dialog, doing both parts A and B. For each blank, say a time, write it on the board, and set the analog clock to that time. Ask several pairs of students to enact the dialog in the same way (say a time, write it, and set the clock).

3. Point to the What time? section at the bottom of the review sheet. Demonstrate by saying and writing “We go shopping at [time with am or pm],” and setting the clock to that time. To indicate that you are not expecting a specific time, repeat by saying, writing, and adjusting the clock to a different time. Calling on students who have not yet participated, ask students to complete the remaining four sentences on the review sheet. They should say a time, come to the board, and adjust the sentence and clock.

Activity #2 – Daily schedules

Erase the board. You may want to use pictures of activities from the previous week and some of the new pictures that appear at the end of the lessons for this week. As you proceed through this activity, provide several repetitions of the construction “What time do you [do an activity]?”

1. Give each student a piece of lined paper, and make sure that they all have pens. Draw a blank schedule grid on the board like the grid below. Times go in the left column and activities in the right column. (Skipping lines will provide space to add activities later.) Say “This is a schedule,” and write “My Schedule” at the top.

2. Say and write “I wake up at [time am].” (If necessary, gesture or show the picture.) Write the time in in the left column (e.g., 6:15 am) and “I wake up” in the right column of the grid. Ask “What time do you wake up?” and write the question on the board. Tell the students to write the time and “I wake up” on their schedules.

3. Continue with the additional activities. Say “I [do the activity] at [time].” (Use am or pm, as appropriate.) Add each time and activity to the schedule grid. With each activity, ask the students “What time do you [do each activity]?” and write the question on the board. Tell the students to write the activity and the time to their own schedules. Circulate around the class to make sure that the students are adding the activities to their schedules. When your schedule grid is finished, say “This is my schedule.”
4. Point to the sentences on the board and your schedule. Say to a student “I wake up at [time am].” Then say “What time do you wake up?” and point to the question on the board. Prompt the student to use the schedule grid to answer, “I wake up at [time am].” Say “I get dressed at [time am].” Ask another student, “What time do you get dressed?” and point to the question on the board. Proceed through the list of activities. There might be students who don’t do some activity, such as watch TV. Tell them to say “I do not [do the relevant activity].”

5. Using additional pictures, show that students can add activities to the schedule. For example, you can suggest:

- I make lunch for school
- Kids go to school
- I go to work
- I clean my house
- Kids come home
- We eat dinner

Encourage students to add any of these new activities to their schedules. If students can express other activities in English, help them to add them. Ask what activities they added and what time they do them. You can ask “What did you write?” They might say, for example, “I make lunch for school.” Ask “What time do you make lunch for school?” The student might answer “I make lunch for school at 7:15 am.” Continue with all the students who made additions to their schedule grids.
Activity #3 – Class interviews

Erase the board. Proceed slowly through this activity. Students need to understand several new words and make inferences.

1. Give each student a blank Schedule Grid (see the handout at the end of the lessons for this week). This activity gives students a chance to interview each other. They approach other students and ask three questions:
   “What time do you wake up?”
   “What time do you eat dinner?”
   “What time do you go to bed?”
They fill in the grid with the other students’ names and the relevant time for each question. Provide enough time for each student to talk to several others.

2. When students are finished, they report their findings. Ask the questions below. Let all the students answer each question before moving to the next question. (You may have to explain the meanings of before and after. For example, you might say “How many students wake up before 7:00 am? 6:30 am? 6:00 am?” to demonstrate the meaning of before 7:00 am.) Keep a tally of the answers.
   “How many students (on your schedule grid) wake up before 7:00 am?”
   “How many students wake up after 9:00 am?”
   “How many students eat dinner at 6:00 pm or before 6:00 pm?”
   “How many students eat dinner at 8:00 pm or after 8:00 pm?”
   “How many students go to bed before 10:00 pm?”
   “How many students go to bed at midnight or after midnight?”

3. From your tally, tell the class the number of students reported for each question. (The numbers will not be exact. Some students may have been interviewed more than once, and therefore will be double or triple counted.) Ask what the numbers tell you. If necessary, you can ask a question such as “Do students in this class wake up early or late?” (You may have to explain early and late.) Let them answer the question and then proceed to a similar inference about the remaining questions.
Activity #4: A train schedule

Erase the board. For use in this activity, a simplified train schedule appears at the end of the lessons for this week.

1. Give each student a copy of the train schedule. Say “This is a train schedule. It shows the time the train is in each place.” Give several examples from the schedule. Make sure that all students see the place and time of each example on the schedule.

2. Ask the class “What time is the train in [place]?” Write the name of the place on the board. When a student gives the right time, write the time on the board. Make sure that all students see the place and time on the schedule.

3. Say and write this dialog on the board. As you write the dialog, practice the lines with several students.

Dialog
A. Excuse me. Can you tell me the time the train is in Trenton?
B. Trenton? At 9:12.
A. And what time is the train in New York?
B. The schedule says 10:42.
A. What time is it now?
B. It’s 9:03.
A. Thank you very much.
B. You’re welcome.

Divide the class into pairs. On the board, change the places and times in the dialog to blanks. Student A will ask about others place on the schedule and student B will answer with the time for the train at that place. Each student in the pairs should have a chance to be A and B in the dialog.
Activity #5 – Days of the week

Erase the board and write a calendar grid like the one below. Make it big enough for students to see easily, but small enough to leave room for other material in the lesson.

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
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</table>

1. Ask “What is today?” and answer “Today is [day of the week].” Point to the name of the correct day on the calendar grid. Write the sentences on the board and gesture for the students to read them with you.

2. Pointing to the row of days at the top of the grid, ask “How many days are in a week?” If no one answers, count them together. When the question has been answered, say and write “There are seven days in a week.”

3. Gesture for the class to read the names of the days with you.

Activity #6 – Months

Leave the calendar grid on the board.

1. Number the days on the calendar, saying the numbers aloud as you write them. Write the name of the month on the top of the grid, and say and write “This a calendar for the month of [current month].”

2. Ask “How many days are in [current month]?” As the students answer (or to prompt an answer), point to the last day of the current month on the calendar. When the question has been answered, write “There are [number] of days in [current month].”
3. Pointing to the name of the current month, say and write “**There are 12 months in a year.**” Ask “**How many months are in a year?**” Point to the sentence on the board that has the answer, and gesture for the class to respond.

4. Ask “**What are the names of the months?**” If no one knows the answer, recite the months from January to December, write the names on the board, and gesture for the students to read them with you.

5. Say and write “**What month is your birthday?**” and “**My birthday is [month].**” (If students don’t understand the word *birthday*, try to demonstrate the word by drawing a birthday cake on the board, and singing a little of “Happy Birthday to You.” They are fairly universal, so most students will catch on.) Ask each student the month of his/her birthday.

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**Activity #7 – Review and conclusion**

1. Distribute and discuss the review handout for this lesson. Remind students to read, study, and practice! They should begin to do written homework by filling in the blanks in the *Weeks and months* section.

2. Review any other important words or expressions introduced in this lesson.

3. Say “**Goodbye**” and “**See you on [day of next class].**”
Week 3, Lesson 3.1
Review of Schedules and Calendars

Important vocabulary about schedules and calendars

<table>
<thead>
<tr>
<th>birthday</th>
<th>calendar</th>
<th>day</th>
<th>month</th>
<th>schedule</th>
<th>train</th>
<th>week</th>
</tr>
</thead>
</table>

Dialog
A. Excuse me. Can you tell me the time the train is in Trenton?
B. Trenton? At 9:12.
A. And what time is the train in New York?
B. The schedule says 10:42.
A. What time is it now?
B. It’s 9:03.
A. Thank you very much.

A. Excuse me. Can you tell me the time the train is in ____________?
B. ____________? At ________.
A. And what time is the train in ____________?
B. The schedule says ________.
A. What time is it now?
B. It’s ________.
A. Thank you very much.

Weeks and months
How many days are in a week? There are ________ days in a week.
Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday
What is today? Today is ________________________.
How many months are in a year? There are ________ months in a year.
January, February, March, April, May, June, July, August, September, October, November, December
What month is your birthday? My birthday is in ________________________.
Lesson 3.2 – Dates

Recommended Materials for Lesson 3.2

- extra copies of the review sheet from Lesson 3.1
- whiteboard (with markers) or blackboard (with chalk), and eraser
- nametags, name tents, or equivalent, and markers
- backup supply of paper and pens for student use
- an individual piece of paper for each student, each with a different date, for Activity #4
- copies of the list of dates on the students’ papers in Activity #4 and the Lesson 3.2 review sheet
- a calendar for the current year (or, if the class is near the end of the year, a calendar for the next year)

To reduce the need to write long displays on the board, consider preparing “posters” (on newsprint paper) in advance. The list of ordinal numbers in Activity #2 of this lesson is a good example.

Activity #1 – Review

1. Greet the students. Make sure that everyone has a copy of the review sheet from Lesson 3.1. Point to the Weeks and months section at the bottom of the review sheet. Ask each student to read a line and, where indicated, fill in the blanks with the missing information. (If it is necessary to prompt a student about the month of his/her birthday, ask “January? February? March?”)

2. Ask each student “What month is your birthday?” As you receive answers, make a table with a line for each student in the class:

<table>
<thead>
<tr>
<th>Student’s name</th>
<th>Birthday month</th>
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As the students answer the question, make any relevant comments such as “Your birthday is this month!” or “My birthday is in [month], too!”
Activity #2 – Saying a date

If you have room on the board, don’t erase the birthday chart. But you need room for ordinal numbers from first to thirty-first. As you discuss them, fill in words for first, second, third, and a selection of other numbers. All of them are listed below.

1. Ordinal numbers:

| 1st first       | 11th eleventh | 21st twenty-first | 31st thirty-first |
| 2nd second      | 12th twelfth  | 22nd twenty-second|
| 3rd third       | 13th thirteenth| 23rd twenty-third |
| 4th fourth      | 14th fourteenth| 24th twenty-fourth|
| 5th fifth       | 15th fifteenth | 25th twenty-fifth |
| 6th sixth       | 16th sixteenth | 26th twenty-sixth |
| 7th seventh     | 17th seventeenth| 27th twenty-seventh|
| 8th eighth      | 18th eighteenth | 28th twenty-eighth|
| 9th ninth       | 19th nineteenth | 29th twenty-ninth |
| 10th tenth      | 20th twentieth | 30th thirtieth   |

Say and write “Today is [day, date]” (e.g., Thursday, March 8th). Ask the students to read the date with you.

2. Write a few additional dates on the board (e.g., Monday, April 16th, Sunday, November 21st, etc.). For each example, ask “What is this date?” Make sure that everyone has a turn to read a date.

3. Say and write “When is your birthday? My birthday is [month and day].”

Change the date of your birthday to a blank space. With students in pairs or small groups, gesture for them to ask and answer each other “When is your birthday” and “My birthday is __________.” When they finish, ask each student “When is your birthday?” If appropriate, again make observations like “Your birthday is this month!” or “Your birthday was last week!” If you saved the table on the board, change the students’ birthday months to birthdays.
Activity #3 – Saying the year

Leave “Today is [day, date]” on the board for the remainder of the lesson.

1. Say and write “This year is [year].” Explain that you can say the year in two ways (e.g., for 2018, twenty eighteen or two thousand eighteen). Explain the pronunciation of earlier years – e.g., 1993 as nineteen ninety-three. Demonstrate with several other examples.

2. Make sure that students have paper and pens. Dictate additional years and gesture for the students to write them. After students write each answer, write the year on the board for students to check their work. Look at the students’ answers and use words like good and correct. If an answer is incorrect, point to the correct years on the board and encourage the student to make the correction. Repeat to dictate at least five years.

Activity #4 – Writing dates

1. Say “The date today is [month, day, year].” Say the year both ways (see the previous activity). Provide a few examples of other dates in the same format; e.g., March 8, 2018.

   With students in pairs or small groups, give each student a piece of paper with a date written on it. Gesture for them to ask the other student(s) in the pair/group to write the date they hear. While the students complete this activity, write all the dates from the pieces of paper on the board for the students to check their work, as above.

2. Then display today’s date in four different model formats; for example:

   (1) The date today is March 8, 2018.
   (2) The date today is March 8th, 2018.
   (3) The date today is 3/8/18.
   (4) The date today 03/08/2018.

   Explain that the day of the month (8th) is pronounced as eighth in all four examples. Explain that example (4) is often shown as mm/dd/yyyy (for example, for a date of birth).
3. Write additional dates in the four formats (at least two examples of each). Read each date with the class.

4. Referring to the model formats, dictate two additional dates for each one. Point to the relevant model, say “Write the date this way,” and dictate a date. After students write each answer, write the date on the board for students to check their work. Look at the students’ answers and use words like good and correct. If an answer is incorrect, point to the date on the board and encourage the student to make the correction.

Activity #5 – Writing the dates of important events

Leave the model formats for dates on the board.

SUGGESTIONS

For this activity, choose some important upcoming events. Use this year’s calendar or, if the class is near the end of the year, next year’s calendar. This activity uses the examples of an upcoming national holiday, a DOB, and the next class.

1. Choose an upcoming event. For example, say “Thanksgiving is on Thursday, November [day].” (You can use any holiday, preferably one that is coming soon.) Show the date on the calendar, and write “Thanksgiving is on ______________________.” Repeat the sentence with the date and ask the students to write the sentence and fill in the date. After students write their answers, fill in the date on the board. As before, look at the students’ answers and use words like good and correct. If an answer is incorrect, point to the sentence on the board and encourage the student to make the correction.

2. Repeat with a date of birth (explain DOB). For example, use a fictitious student and say “Carla’s date of birth is January 5, 1992.” Repeat and write “Carla’s DOB is __________________________ (mm/dd/yyyy).” Write the sentence on the board, and proceed as above.

With students in pairs or groups, ask them to tell each other the day and date of the next class. Write “The next class is on __________________________” on the board. The students should work together to identify the day and date of the next class. After the groups have finished, ask each pair/group their answer, and fill in the blank in the sentence on the board.
Activity #6 – Review and conclusion

1. Distribute and discuss the review handout for this lesson. Remind students to read, study, and practice! They should complete homework by filling in the blanks for the current date and their DOB.

2. Review any other important words or expressions introduced in this lesson.

3. Say “Goodbye” and “See you on [day of next class].” Point to the day and date on the board.
Week 3, Lesson 3.2
Review of Dates

Important vocabulary about dates

<table>
<thead>
<tr>
<th>date</th>
<th>date of birth</th>
<th>DOB</th>
<th>year</th>
</tr>
</thead>
</table>

Say the date

1<sup>st</sup> first       11<sup>th</sup>  eleventh       21<sup>st</sup> twenty-first       31<sup>st</sup> thirty-first
2<sup>nd</sup> second      12<sup>th</sup> twelfth      22<sup>nd</sup> twenty-second
3<sup>rd</sup> third        13<sup>th</sup> thirteenth  23<sup>rd</sup> twenty-third
4<sup>th</sup> fourth       14<sup>th</sup> fourteenth  24<sup>th</sup> twenty-fourth
5<sup>th</sup> fifth        15<sup>th</sup> fifteenth   25<sup>th</sup> twenty-fifth
6<sup>th</sup> sixth         16<sup>th</sup> sixteenth  26<sup>th</sup> twenty-sixth
7<sup>th</sup> seventh       17<sup>th</sup> seventeenth 27<sup>th</sup> twenty-seventh
8<sup>th</sup> eighth        18<sup>th</sup> eighteenth  28<sup>th</sup> twenty-eighth
9<sup>th</sup> ninth         19<sup>th</sup> nineteenth 29<sup>th</sup> twenty-ninth
10<sup>th</sup> tenth        20<sup>th</sup> twentieth   30<sup>th</sup> thirtieth

Examples: February 2<sup>nd</sup> (February second)
April 12<sup>th</sup> (April twelfth)
November 21<sup>st</sup> (November twenty-first)

Say the year

2018 twenty eighteen       two thousand eighteen
1992 nineteen ninety-two

Write the date

March 8, 2018 The date today is ________________________________.
March 8<sup>th</sup>, 2018 The date today is ________________________________.
3/8/18 The date today is ________________________________.
03/08/2018 The date today is ________________________________.

Carla’s date of birth is January 5, 1992. Carla’s DOB is January 5, 1992.
Carla’s date of birth is January 5<sup>th</sup>, 1992. Carla’s DOB is January 5<sup>th</sup>, 1992.
Carla’s date of birth is 1/5/92. Carla’s DOB is 1/5/92.
Carla’s date of birth is 01/05/1992. Carla’s DOB is 01/05/1992.

Write your DOB (mm/dd/yyyy): ________________________________________
I make lunch for school.

Kids go to school.
I go to work.

I go to work.

I clean the house.
Kids come home.
We eat dinner.
Schedule Grid

What time do you . . . ?

<table>
<thead>
<tr>
<th>Student Name</th>
<th>wake up</th>
<th>eat dinner</th>
<th>go to bed</th>
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<td>Hamilton</td>
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<td>Princeton Junction</td>
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<td>New Brunswick</td>
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<td>Edison</td>
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<td>Metuchen</td>
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<td>Metropark</td>
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<td>Rahway</td>
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<tr>
<td>Linden</td>
<td>10:03</td>
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<td>Elizabeth</td>
<td>10:09</td>
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<td>Newark International Airport</td>
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<td>Newark</td>
<td>10:20</td>
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<tr>
<td>New York</td>
<td>10:42</td>
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