



THE VIRGINIA ADULT LEARNING RESOURCE CENTER

Virginia Commonwealth University

General Construction Lesson Three: Work Schedules

Facilitator Guide

Building Basics was paid for under an EL Civics grant from the U. S. Department of Education administered by the Virginia Department of Education. It was paid for under the Adult Education and Family Literacy Act of 1998; however, the opinions expressed herein do not necessarily represent the position or policy of the U. S. Department of Education, and no official endorsement by the U. S. Department of Education should be inferred. This document was designed and created by the Virginia Adult Learning Resource Center at Virginia Commonwealth University, 817 West Franklin Street, Suite 221, P.O. Box 842037, Richmond, VA 23284-2020. It may be reproduced for nonprofit, educational purposes only.

General Construction Work Schedules



Building Plan / Blue Prints / Specs (Getting Ready to Teach)

Lifeskill Objective: Students will be able to understand and ask about work schedules.

EFF Skills: Speak So Others Can Understand.

SCANS Skills: Resources (human resources)
Interpersonal (work with others as member of a team; exercise leadership; negotiate; work with diversity)
Information (interpret and communicate information).

Lesson Length: 2 hours



Tools

Realia: Clock with movable hands
Calendar
Work Schedule--if available

Activity #1: Work Schedule Conversation Handout
Work Schedule Conversation Script
Work Schedule Conversation Script--overhead

Activity #2: Work Schedule Conversation Strips--cut up line-by-line; multiple sets for pair activity
Mario's Work Schedule Handout

Activity #3: Mario's Work Schedule Handout
Hassan's Work Schedule Handout

Target Vocabulary

Nouns:

first shift

schedule

second shift

third shift

Days of the week

(abbreviations)

Sunday

Sun.

Monday

Mon.

Tuesday

Tues.

Wednesday

Wed.

Thursday

Thurs.

Friday

Fri.

Saturday

Sat.

Laying the Foundation Warm-Up / Presentation





Actions	Materials
<p>1. Show students the calendar. Ask students what day it is, and write it on the board. Ask them, "What was yesterday?", "What was the day before yesterday?", etc., until you have all of the days of the week listed. Ask higher level students to give you the abbreviations for each day and list them next to the appropriate word.</p> <p>Practice saying the days of the week by singing the following song to the beat of "The Adams Family."</p> <p style="text-align: center;"><i>There's Sunday and there's Monday, There's Tuesday and there's Wednesday, There's Thursday and there's Friday, And then there's Saturday. Days of the week. (clap, clap) Days of the week. (clap, clap) Days of the week, days of the week, days of the week. (clap, clap)</i></p>	<p>Calendar</p>
<p>2. Tell students that now you want to discuss the time they do certain activities each day. Elicit from students information about their daily schedules. Ask some of the following questions, and use a clock to show the time.</p> <ul style="list-style-type: none"> ➤ What time do you get up in the morning? ➤ What time do you eat breakfast? ➤ What time do you start work? ➤ What time do you finish work? <p>Write the time on the board, indicating a.m., AM, p.m., PM as appropriate.</p> <p>Tell students that today they are going to learn about work schedules, practicing days of the week, and time schedules.</p>	<p>Clock with movable hands</p>

Building on the Foundation Practicing the New Language



Actions	Materials
<p>Activity #1: <i>Guided Conversation Practice</i></p> <p>Read the Work Schedule Conversation Script between Mario, the employee, and Victor, the supervisor. Ask students to listen.</p> <p>Repeat the conversation and ask students to repeat each line after you. Point out, define, and discuss new vocabulary, e.g. <i>shift</i>, <i>second shift</i> (vs. <i>first shift</i> and <i>third shift</i>), <i>schedule</i>.</p> <p>Next, divide the class into 2 groups. One group repeats the Mario part; the other group repeats Victor. Say the conversation and have each group repeat their part. Practice the dialogue again with two different groups; e.g., males repeat the Mario part, females repeat the Victor part.</p> <p>Distribute the Work Schedule Conversation Handout. Show the Work Schedule Conversation Script on an overhead or write it on the blackboard. Read through the dialogue as students follow along. Read the dialogue again, allowing students to repeat after you if they wish. Ask comprehension questions about the conversation. For example:</p> <ul style="list-style-type: none"> ➤ What day does Mario work? ➤ What time does Mario start? ➤ What time does Mario finish? ➤ What shift does Mario work? 	<p>Work Schedule Conversation Script</p> <p>Work Schedule Conversation Handout</p> <p>Work Schedule Conversation Script-Overhead</p>

Actions	Materials
<p>Activity #2: Working with the Dialogue</p> <p>In this activity, students practice the Work Schedule Conversation again.</p> <p>Put students in pairs by level: 2 beginning literacy, 2 beginning, 2 low intermediate, etc.</p> <p>Easy: </p> <p>Give each pair of learners one set of the cut-up Work Schedule Conversation Strips. Students work in pairs to put the conversation back together into the correct order without looking at their copies of the Work Schedule Conversation Handout. Students can self-correct their work by consulting their Work Schedule Conversation Handout. When finished, students practice the dialogue orally in pairs.</p> <p>Difficult: </p> <p>In pairs, students practice the dialogue. Then, using Mario's Work Schedule, they practice the dialogue again, substituting days and times from Mario's Work Schedule.</p> <p>Circulate to check comprehension and assist.</p> <p>Re-group the students into a whole group. Have each pair of higher level students present a new conversation using the information from Mario's Work Schedule. Debrief after each pair presentation, asking for Mario's schedule (day and time) as presented in each conversation. Write it on the board.</p>	<p>Work Schedule Conversation Strips</p> <p>Mario's Work Schedule Handout</p>

Activity #3: Working with a New Conversation

Students work in like-ability pairs to practice a new conversation.

Easy: 

Students review **Mario's Work Schedule** and practice the dialogue again. This time, they substitute new information from **Mario's Work Schedule**.

Difficult: 

Distribute copies of **Hassan's Work Schedule**. Students review it. Then, using the **Work Schedule Conversation Handout** as an example, students practice a new dialogue using information from **Hassan's Work Schedule**. When finished, students complete **Hassan's Work Schedule Handout**.

Students present their dialogues to the class.

**Mario's Work
Schedule Handout**

**Hassan's Work
Schedule Handout**

**Work Schedule
Conversation
Handout**

Finishing Work
Extension or Out-of-Class Practice



Actions	Materials
<ol style="list-style-type: none">1. Students practice another Work Schedule Conversation substituting information from Hassan's Work Schedule.2. Students use the first three lines of the Work Schedule Conversation, but create a new ending for the dialogue.3. Higher level students can use the information in Hassan's Schedule to write a summary of his job schedule.	<p><i>Work Schedule Conversation</i></p> <p><i>Hassan's Work Schedule</i></p>



General Construction Lesson Three: Work Schedules Facilitator Materials

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Activity #1 and Activity #2

Work Schedule Conversation: Mario and Victor

Mario: Good morning, Victor.

Victor: Good morning, Mario. How are you?

Mario: I'm fine. How are you?

Victor: Good. What's your schedule on Thursday?

Mario: I work from 6:00 a.m. to 3:00 p.m.

Victor: OK. You work the first shift. Thanks.

Activity #2: Working with the Dialogue

Mario: Good morning, Victor.

Victor: Good morning, Mario. How are you?

Mario: I'm fine. How are you?

Victor: Good. What's your schedule on Thursday?

Mario: I work from 6:00 a.m. to 3:00 p.m.

Victor: OK. You work the first shift. Thanks.

Activity #2 and Activity #3

Mario's Work Schedule

<i>DAY</i>	<i>Schedule</i>	<i>Shift</i>
Monday	2:00 p.m. - 10:00 p.m.	Second
Tuesday	6:00 a.m. - 3:00 p.m.	First
Wednesday	2:00 p.m. - 10:00 p.m.	Second
Thursday	6:00 a.m. - 3:00 p.m.	First
Friday	10:00 p.m. - 6:00 a.m.	Third
Saturday	Off	—
Sunday	2:00 p.m. - 10:00 p.m.	Second

Activity #3: Working with a New Conversation

Hassan's Work Schedule

DAY	Schedule	Shift
Monday	Off	—
Tuesday	Off	—
Wednesday	6:30 a.m. - 2:30 p.m.	First
Thursday	6:30 a.m. - 2:30 p.m.	First
Friday	11:00 p.m. - 7:00 a.m.	Third
Saturday	11:00 p.m. - 7:00 a.m.	Third
Sunday	3:00 p.m. - 10:00 p.m.	Second

Hassan's Work Schedule

DAY	Schedule	Shift
Monday	Off	—
Tuesday	Off	—
Wednesday	6:30 a.m. - 2:30 p.m.	First
Thursday	6:30 a.m. - 2:30 p.m.	First
Friday	1:00 p.m. - 7:00 a.m.	Third
Saturday	1:00 p.m. - 7:00 a.m.	Third
Sunday	:00 p.m. - 10:00 p.m.	Second

1. What time does Hassan work on Wednesday?

6:30 a.m. - 2:30 p.m.

2. What day does Hassan work the second shift?

Sunday

3. What days does Hassan work the third shift?

Friday and Saturday

4. When is Hassan off?

Monday and Tuesday

5. What time does Hassan work on Fri.?

11:00 p.m. - 7:00 a.m.