

*Making the Most of the Multilevel Class*  
 Supplement to Podcasts 2 and 3  
 Multilevel Lesson Planning Form

|                                      |  |  |  |                               |
|--------------------------------------|--|--|--|-------------------------------|
| <b>Lesson Theme:</b> Time Management |  | <b>Class levels:</b> Lower-level = <u>Pre-Lit, LB</u> Mid-level = <u>HB, LI</u> Higher-level/ = <u>AL</u>                |  |                               |
| <b>Class levels</b>                  |  | Lower-level/Group A= <u>Pre-Lit, LB</u> Mid-level/Group B= <u>HB, LI</u> Higher-level/Group C= <u>AL</u>                 |  |                               |
| <b>Objectives</b>                    | Level  | These students will be able to...  | Vocabulary   | Grammar                       |
|                                      | <i>Lower-level (Group A)</i>   | <i>identify times of day, interpret digital clock time, and ask and answer the question "What time is it?"</i>           | times of day   | <i>BE simple present</i>      |
|                                      | <i>Mid-level (Group B)</i>   | <i>interpret schedules in order to prioritize tasks</i>  | priority, prioritize, schedule (v)   | <i>Modals-have to, should</i> |
|                                      | <i>Higher-level (Group C)</i>  | <i>read and discuss a short article on time management in order to identify ways to improve time-management skills .</i> | time management strategies,  | <i>Modals-must, ought to</i>  |
| <b>Lesson Stage</b>                  | <b>Activity</b>  |  | <b>Resources</b>   |                               |
| <b>Warm-up/ Review</b>               | Corners: Learners go to favorite time of day. In the corners, they confirm their classmates' names:<br><i>You're _____, aren't you?</i><br><i>I'm_____. I'm sorry, I don't remember your name.</i> |  | Corners signs: Morning, Afternoon, Evening, Night<br><br>Dialog frames on the board. |                               |
| <b>Introduction</b>                  | Identify importance of time in daily life and US Culture.<br>State the objectives  |  | --   |                               |
| <b>Presentation</b>                  | Provide background story with basic time vocabulary (A), scheduling vocabulary (B), and time management vocabulary (C). Use grammar structures implicitly in story                                 |  | Story illustrations<br>Vocabulary lists  |                               |
| <b>Comp Check</b>                    | Leveled questions about story  |  | Leveled questions<br>Yes/No/Not Sure answer cards                                    |                               |

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| <p><b>Guided Practice –</b><br/>         (Same Level/Like-ability Groups)<br/> <i>Teacher presents instructions to each group, starting with “C” learners. Then circulates and monitors learners’ practice.</i></p> | <p><b>Lower-level (A) :</b><br/>         - Listen and point pair activity with clock faces. A: <i>It’s 6:00</i> B: points to clock.<br/>         - Pair dialog:<br/>         A: What time is it?<br/>         B: It’s _____.<br/>         (expand with <i>Excuse me.. Is it...? Did you say...?</i>)</p>                            | <p><b>Mid-level (B):</b><br/>         - Pairs use the picture story to ask and answer questions about woman’s schedule.<br/>         - Pairs read about one man’s workday and make a schedule for him.</p> | <p><b>Higher-level (C)</b><br/>         -Students read the time management article and respond to questions.<br/>         -Students write a short paragraph about their own time management issues and a strategy they want to try. *</p> |
| <p><b>Communicative Practice –</b><br/>         (Mixed-Level/Cross-Ability Groups) <i>Teacher presents task to “B” and “C” learners then facilitates “A” learners’ activity</i></p>                                 | <p><b>Groups <u>B and C</u>*</b><br/>         Problem solving: C students tell their group about a person with a time problem. (E.g., Sam has no time to study.)</p>  |  | <p><b>Group <u>A</u>*</b><br/>         Students dictate language experience story based on picture sequence. Teacher writes the story and students copy it into their notebooks and read it.</p>  |
| <p><b>Communicative Practice and Evaluation</b><br/>         (Mixed-Level/Cross-Ability Groups)</p>   | <p><b>Groups <u>A, B and C</u>*</b><br/>         Groups of 4 (director and 3 actors) plan out and perform a role play about an office worker who arrives late to work on a day when there is an important meeting.* Use checklists to evaluate groups on comprehensibility as well as use of vocabulary and grammar structures.</p> |  |   |
| <p><b>Application-</b><br/>         Assign leveled Homework tasks</p>   | <p><b>Lower-level (A)</b><br/>         Ask a co-worker or stranger for the time.</p>  | <p><b>Mid-level (B)*</b><br/>         Write a schedule for this Saturday that includes studying English</p>  | <p><b>Higher-level (C)</b><br/>         Try out the time management strategy and report back on result.</p>   |
| <p><b>Closing Activity</b></p>  | <p>Ask learners to share something they learned during the lesson or do a chain drill :<br/> <i>I get up at 7:00 a.m. /Sam gets up at 7 a.m. and I get up at 6:30/Sam gets up at 7, Celia gets up at 6:30 and I get up at 6. etc.</i></p>   |  |   |

\* Serves as this level’s evaluation