

Teacher's Integration Guide:

Lesson Title: Mastering the Week

Level: Elementary

Duration: 60–90 minutes

- **Introduction (10 mins):** Start by playing the video [Elementary - 1.6 - Days of the Week](#). Have students listen for the names of the days [[00:26](#)]. Ask them to repeat the pronunciation after Frank to practice the rhythm of words like "Wednesday" [[00:42](#)].
- **Vocabulary Drill (15 mins):** Use this lesson's **flashcards** to drill the spelling and order. Show the "Weekend" card vs. the "Weekday" cards to establish the concept of the 5-day work/school week vs. the 2-day rest period.
- **Individual Practice (20 mins):** Hand out the **self-study worksheet**. This allows students to transition from listening to writing. Focus on the "on + [Day]" structure to prepare them for the speaking task.
- **Controlled Speaking (15 mins):** Use the **Speaking Activity Prompt** to run a "Class Survey." Students move around asking, "What do you do on Wednesday?" and "What is your favorite day?" to practice the target language in a low-pressure environment.
- **Production & Presentation (20 mins):** Introduce the **Mind-Map Speaking Task**. Show the **Filled Mind-Map** as a model. Then, give students the **Empty Mind-Map** to plan their own "Favorite Day" story. Once finished, they use their notes to present their day to a partner.
- **Homework/Extension:** Encourage students to read the "Days of the Week" guide on [frankly-speaking-english.com](#) for a review. For a more useful homework task, ask them to write a 5-sentence diary entry titled "My Typical Monday" using the sequencing words (First, Then, Finally) practiced in the mind-map activity.

Communicative Classroom Speaking Activities

Option 1: The "What Do You Do?" Class Survey

Grouping Dynamics: Whole Class Mingle (Students move freely around the room).

Teacher Instructions:

1. Give each student a mini-worksheet or ask them to draw a simple table with two columns: Day and Activity.
2. Students must interview six different classmates.
3. They must ask their partner two questions: one about a day's activity, and one about a favorite day.
4. Once they have six responses, they report their findings to the class or their group.

Target Language Focus:

- Questions: "What do you do on [Monday/Tuesday/etc.]?" "What is your favorite day?"
- Answers: "On [Day], I go to school/play/watch TV." "My favorite day is [Day] because I [activity]."
- *Bonus Challenge:* Encourage them to use first, then, finally when describing a routine on their favorite day.

Option 2: Sequence Swap (Information Gap)

Grouping Dynamics: Pairs (Partner A and Partner B).

Teacher Instructions:

1. Prepare two different, incomplete weekly schedules (Schedule A and Schedule B) that fit together. Partner A has some information missing that Partner B has, and vice versa.
2. Students may not look at their partner's paper.
3. Students must ask questions to fill in the missing days and activities on their schedule. The focus is using sequence words to clarify the order. *Example:* "What day is before Friday?" "What do you have on the day after Monday?"
4. The pair finishes when both schedules are complete and identical.

Target Language Focus:

- Sequence/Comparison: "[Day 1] is before [Day 2]." "[Day 1] is after [Day 2]." "What day comes next?"
- Preposition of Time: "What do you do on [Wednesday]?"
- Ordering: "First/Second/Third/etc."