



TIME

**Proficiency Level:** Intermediate

**Lesson Length:** 90 minutes

**Vocabulary and Expressions:** Words related to telling time; What time is it? What are you usually doing at \_\_?

**Language/Culture Point:** Colloquialisms for telling time (“a quarter to/past” “half past”)

**Objective:** Students will be able to talk about what they do at a certain time of day. Materials: 1) Clock with moveable hands, 2) Time Picture Cards/ Pictures or items representing what you must do in a day, 3) Red/green/yellow Signal Cards (1 pair per student), 4) Index cards

**Preparation:** Lesson eight requires the instructor to tell a story about all the things they have to do in a day and the times at which they occur. Examples are a grocery bag to represent grocery shopping, a check for going to the bank, a towel for washing your car, etc. Lesson eight also requires the instructor to create a simple Chalk Talk highlighting three things they do during their day and the times at which they occur. An example is included in the Highlight Lesson Focus and Model Task section.



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	- A clock with moveable hands	- Authentic Materials

TEACHING ACTIVITY

1. Ask students to talk about their day by saying, “Tell me something about what you do every day.”
2. As student respond, ask them what time they do these things.
3. Have students look at a big clock and make the times as they respond.
4. Have students continue telling you about something they do every day. For each response, hand the clock to a student and let them move the hands to the appropriate time.



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5. Follow up each response with a verbal response, such as, “That’s right! Class starts at 7 o’clock,” or “I see, you go to work at half past 9.”

**STEP 2: MINI-PRESENTATION WITH PROMPT**

<b>Time Frame</b>	<b>Materials</b>	<b>Teaching Strategies</b>
10 minutes	- Time Picture Cards, any additional pictures and items representing things you need to do/places you need to go	- Authentic Materials, using pictures

**TEACHING ACTIVITY**

1. Use a combination of realia and pictures to tell students about all the things you must do in a day. For example: I have a busy day planned! I need to get up at 7 a.m. to make breakfast, get dressed, and make sure my daughter is ready for school. She has to be at school by 8 a.m. Then I have to be at work at half past 8. I’m meeting some friends for lunch at noon, and then I have a dentist appointment at 2:00. I won’t be done in time to pick up my daughter at half past 2, so I need to call the sitter to pick her up and stay at home with her until I get home at a quarter to 4:00.
2. Run through your day at least twice, more if necessary. Also, be sure to use expressions of time to introduce this language to students.

**STEP 3: COMPREHENSION CHECK**

<b>Time Frame</b>	<b>Materials</b>	<b>Teaching Strategies</b>
10 minutes	- Red, green, and yellow Signal Cards	- T/F

**TEACHING ACTIVITY**

1. Make T/F statements about the times that you had to do different things during the day. Students will use signal cards to indicate true/false/don’t know.

**STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK**

<b>Time Frame</b>	<b>Materials</b>	<b>Teaching Strategies</b>
10 minutes	- A clock with moveable hands	- Chalk Talk

**TEACHING ACTIVITY**

1. Talk to students about how the clock rules our lives and how most of us have routines where we do things at a usual time. Today's lesson is about talking about time and when to do things.
2. Create a simple Chalk Talk in which you highlight three things you do in your day and at what time. For example, "I get up and get ready at 7 a.m. I go to work at half past 9. At a quarter after 6 I get off work and go home to cook dinner."

**STEP 5: GUIDED PRACTICE**

<b>Time Frame</b>	<b>Materials</b>	<b>Teaching Strategies</b>
10 minutes		- Chalk Talk

**TEACHING ACTIVITY**

1. Ask one student one thing he or she does every morning. Draw an example of the activity and write down the time.
2. Do this for a few more students to demonstrate that each student's activity and time will vary.

**STEP 6: SMALL GROUP WORK**

<b>Time Frame</b>	<b>Materials</b>	<b>Teaching Strategies</b>
20 minutes		- Chalk Talk



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**TEACHING ACTIVITY**

1. Have students create their own chalk talk, focusing on three activities they do at different times of the day.
2. Students will each have their own chalk talk but may work together to get ideas and help from classmates.
3. When students finish, ask for volunteers to share their activities and the times at which they occur.

**STEP 7: HIGHLIGHT HOW ENGLISH WORKS**

<b>Time Frame</b>	<b>Materials</b>	<b>Teaching Strategies</b>
10 minutes	- A clock with moveable hands	- Authentic Materials

**TEACHING ACTIVITY**

1. Highlight that a quarter of an hour is 15 minutes, and half an hour is 30 minutes. Give examples:
  - 3:15 p.m.: a quarter after/past three
  - 5:45 p.m.: a quarter to/of six
  - 6:30 p.m.: half past six
  - 8:30 a.m.: half past eight
2. Direct students to the writing practice in their books. Do the first one or two with them to demonstrate what information they need to fill in. Then, allow students time to fill in the remaining activities and share with a partner.

**STEP 8: QUICK CHECK AND REVIEW**

<b>Time Frame</b>	<b>Materials</b>	<b>Teaching Strategies</b>
10 minutes	- Ball	- Ball toss

**TEACHING ACTIVITY**

1. Have students stand in a circle for a ball toss.

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2. Hold the ball and tell the students about one activity you do and at what time. For example, “I get up at 7 a.m.”
3. Toss the ball to a student and have them tell you what time they do the same activity. Then, have the student tell the class about another activity and the time. For example, “I get up at a quarter to 7. I go to work at half past 8.”
4. Then the student will toss the ball to another student to do the same thing. For example, “I go to work at 8 a.m. I eat lunch at noon.”
5. Continue as time allows.