

# TIME

**Lesson Length:** 1 hour

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

**Language/Culture Point:** Expressions for periods of time (“Good afternoon”); colloquialisms for telling time (“a quarter to/past”)

**Objective:** Students will become familiar with cultural norms/expectations related to time and be able to talk about what they do at a certain time of day.

**Materials:** A clock with moveable hands, pictures/items representing what you have to do in a day, red/green/yellow Signal Cards, Match Up Cards: Time, index cards

## STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
5-10 minutes	- A clock with moveable hands	- Authentic Materials

### TEACHING ACTIVITY

1. Ask students to look at a big clock. Read the numbers on the clock together.
2. Ask students, “What time does class start?” Move the hands on the clock to show the appropriate time.
3. Continue asking other questions. For each question, hand the clock to a student and let them move the hands to the appropriate time.
  - What time does class end?
  - What time is it now?
  - What time do you go to work?
  - What time do you get out of work?
  - What time do your kids go to school?
4. Follow up each question with a verbal response, such as, “That’s right! Class starts at 7 o’clock,” or “I see, you go to work at 9 o’clock”.

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## STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	- Pictures and items representing things you need to do/places you need to go (e.g. a grocery bag to represent grocery shopping, a check for going to the bank, a towel for washing your car, etc.)	- Authentic Materials - Using Pictures - Chalk Talk

### TEACHING ACTIVITY

1. Use a combination of realia, pictures, and Chalk Talk to tell students about all the things you have to do in a day. For example:

I don't have enough time for all of the things I want to do. I have a busy day planned!

I need to make breakfast, get dressed, and make sure my daughter is ready for school.

She has to be at school by 8am.

My sister is out of town. I promised I would water her plants while she's gone and feed her cats.

It takes half an hour to drive to my sister's house, then another half-hour to drive back.

I probably won't get back from my sister's house until 10:30!

I also need to go grocery shopping and pay the electric bill.

Grocery shopping usually takes me an hour to do.

I have plans to meet my friends for lunch at noon.

Oh, and I can't be late to my job interview at 3pm!

I won't get out early enough to pick up my daughter from school at 3:30pm, so my friend will have to pick her up and babysit until I'm free at 5.

I hope I won't be running late!

2. Run through your day at least twice, more if necessary.

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## STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	- Red, green, and yellow Signal Cards	- Signal Cards

### TEACHING ACTIVITY

1. Talk about time and the clock governing our lives. Discuss the story: what things did you have to do? When was it most important to be on time?, etc.
2. How late is too late? Have students take out their Signal Cards. Green represents “not too late,” red represents “too late,” and yellow “not sure.”
3. Give students different scenarios, both from your presentation and new situations, and ask, “Am I too late? Not too late?” For example:
  - Five minutes late to a birthday party
  - Twenty minutes late to your friends’ surprise party
  - Five minutes late to a job interview
  - Two minutes late to lunch
  - One hour late to lunch
  - One hour late to work
  - Five minutes late to work
4. Use this as an opportunity to discuss cultural norms and expectations related to time.

## STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
5 minutes	- Match Up Cards: Time - Alternative: Index cards	- Match Up Cards

### 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.

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2. Create a set of Time Match Up Cards, with Set A showing the time on a digital clock and Set B showing time on an analog clock. Alternatively, students could create their own sets of cards in class using index cards.
3. Write the question on the board, “What time is it?”
4. Give the Set B cards to a student, draw a card from Set A, show your card to the student and ask him/her, “What time is it?” Help the student find the corresponding B card.
5. Ask the student a follow up question related to the time on the card. For example, “That’s right, 10:00! What are you usually doing at 10?”
6. Switch roles with the student and demonstrate the dialogue a second time.

## STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10 minutes	- Match Up Cards: Time	- Match Up Cards - Question Asking and Answering

## TEACHING ACTIVITY

1. Ask for two student volunteers to model the dialogue for the class. Give one student Set A cards and the other student Set B cards.
2. Have the students practice the dialogue by having student A ask, “What time is it?” and “What are you usually doing at (time)?”
3. Have the students switch sets of cards to practice both roles.

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## STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
10 minutes	- Match Up Cards: Time	- Match Up Cards - Question Asking and Answering

### TEACHING ACTIVITY

1. Pair up the students giving each pair a set of A and B cards.
2. Allow enough time for students to run through each of their cards and switch roles.

## STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes		

### TEACHING ACTIVITY

1. Highlight English expressions related to periods of time, such as:
  - 6am-11am: Good morning
  - 12pm-4pm: Good afternoon
  - 5pm-9pm: Good evening
  - 12:00am: midnight
  - 12:00pm: noon
2. Highlight that a quarter of an hour is 15 minutes. Give examples:
  - 3:15pm: a quarter after/past three
  - 5:45pm: a quarter to/of six
  - 6:15pm: a quarter after/past six
  - 8:45am: a quarter to/of nine



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## STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
5 minutes	- Index cards	- Dictation - Exit Check

### TEACHING ACTIVITY

1. Give students a quick notecard quiz. Have them number an index card 1-4 and write the time that corresponds with what you say aloud. For example:
  - a quarter to three
  - midnight
  - a quarter past six
  - a quarter to noon
2. Have students hand in their cards as they leave.