

Summary of Lesson Plan

► Vocabulary (Student pages 60-61)

Suggested teaching time: 60 minutes

Your actual teaching time: _____



Vocabulary (Student pages 60-61)

Suggested teaching time: 60 minutes

Your actual teaching time: _____

Content: the time; months of the year; days of the week; other time words

Procedure:

🔊 A. Listen.

- Write the time on the board. Point to your watch or the clock in the classroom and ask *What time is it?* Write on the board the actual time in numbers and then spell it out; for example, 9:00 = *nine o'clock*. Say the time and have students repeat.
- To point out that *o'clock* is used only after the exact hour, write on the board *nine o'clock*. Then write *nine fifteen o'clock* and cross out *o'clock*.
- Write on the board *January, Sunday, today, tomorrow*. Underline the first letter of each word and point out that months of the year and days of the week are always capitalized but that other time words are not.
- Since *June 6, 2001* is presented as *today* in picture 9, students should be able to deduce the meaning of *tomorrow* from the date *June 7, 2001* in picture 10. For further examples, use a calendar to show the actual dates for *today* and *tomorrow*.

Note: The word *yesterday* is not included in this presentation since it requires use of the past tense. *Yesterday* is introduced in Unit 10 with the past tense of *be*.

Option: Review the numbers presented in the Welcome Unit on pages 8 and 9, especially the numbers 1 to 59 that are used for telling time. Write random numbers on the board or use flashcards. Point to each number and have the class or individual students say the number.

Option: Bring a large clock with movable hands to class or draw a clock face on the board. Move the hands to the eight o'clock position. Point to the clock and ask *What time is it?* Elicit the correct time from the class and write on the board *eight o'clock*. Continue in the same manner to illustrate the following times: 10:05, 2:15, 11:30, and 6:45. To practice, move the clock hands to random times and elicit the correct times from the class or individual students.

Option: For more time-telling vocabulary, refer students to the *Supplementary word list* for Unit 5 on page 142.

🔊 B. Listen again and repeat.

- Students may be confused by the spelling and sound system of certain words. Point out that the *o* in *Monday* and the *u* in *Sunday* are pronounced in exactly the same way. The spelling of *Wednesday* and *February* may also be confusing.

Option: Play a word game to reinforce the spelling of the months, days, and other time words. Scramble the letters of ten vocabulary words and write them on the board. For example, scramble the word *February* by writing *EURBFYAR*. Divide the class into small groups and have them compete to see which group can unscramble all the words first.

🔊 C. Now listen and point ...

Tapescript

It's two thirty.
It's five o'clock.
It's one forty-five.

Workbook Link: Exercise 1

(continued on p. 2)

Lesson Plan, Unit 5: Vocabulary (for Student pages 60-61)–continued

D. Match the clocks and the times ...

- Write item a on the board and say *twelve o'clock*. Have students write the letter *a* next to the corresponding clock picture (4). Continue with items b. through e. Review answers by pointing to each picture and eliciting the correct time from the class.

Option: Bring to class a clock with movable hands. Move the hands to random times and elicit the correct times from the class. Next, give the clock to a student. Have the student say a time and then pass the clock to a second student. This student must move the hands on the clock to the correct positions. The second student then says another time and passes the clock to a third student, who must arrange the hands correctly. Continue the activity in this manner until all students have had a turn.

Option: Play a memory game to reinforce times. Create pairs of cards with one card showing a clock face and the other showing the same time written numerically. Put all the cards with a clock face in one pile and all the cards with a numeric time in another. With all the cards spread out facedown, one student begins the game by turning over any card and reading out loud the time on the card. The student then turns over another card from the other pile and reads the time. If the second card matches the first card, the student keeps the cards and turns over another two cards. If the cards represent different times, the cards are returned to their original facedown position and another student takes a turn. When all cards have been matched, the student with the most pairs of cards wins.

E. Read the time card and the receipt ...

- Copy the time card on the board and read it out loud. Write item 1 on the board and ask *What day is it?* Elicit the correct answer from the class, circle the word *Tuesday* on the time card, and write the answer *Tuesday* after item 1. Underline the initial capital letter to remind students that days and months are capitalized.

Option: To illustrate the meaning of time questions with *what*, bring a calendar to class. Hold up the calendar, point to the year, and ask *What year is it?* Elicit the answer and write it on the board. Point to a random month and ask *What month is it?* Point to a random day and ask *What day is it?* Continue the activity by having the class identify other random days and months on the calendar.

Workbook Link: Exercise 2

<h2>Your notes</h2>

Summary of Lesson Plan

- **PROGRESS CHECK**
Check assigned **Workbook** pages
Suggested teaching time: 10 minutes
- **REVIEW/WARMUP**
Do it yourself! (Student page 61)
Suggested teaching time: 15 minutes
Your actual teaching time: _____
- **PRESENTATION**
Practical conversations
(Student pages 62-63)
Suggested teaching time: 35 minutes
Your actual teaching time: _____

➤ Do it yourself! (Student page 61)

Suggested teaching time: 15 minutes
Your actual teaching time: _____

Procedure:

A–B.

- To model the activity, copy item 1 on the board and ask the class *What day is today?*
- To check answers, have students alternate asking and answering these questions in pairs.

Workbook Link: Exercise 3

➤ Practical conversations (Student pages 62-63)

Suggested teaching time: 35 minutes
Your actual teaching time: _____

Model 1

Content: asking for and giving the time of day; *It's* for telling time; expressing dismay; time vocabulary; saying good-bye

Procedure:

🔊 A–B.

- To set the scene for the conversation, ask questions about the picture, such as *Where are they?* (a hospital) *What are their occupations?* (They're nurses.)
- Write on the board and say 3:15? *Uh-oh*, emphasizing the correct intonation for repeating the time with surprise and then expressing dismay. Have students repeat several times.

🔊 More times

Option: Create a timeline on the board to illustrate that the abbreviation *p.m.* is used after numbers to show times from noon until 11:59 and that *a.m.* is used from midnight until 11:59. List each hour of the day with either *a.m.* or *p.m.*, beginning with 7:00 *a.m.* Above 12:00 *a.m.*, write *midnight* and above 12:00 *p.m.*, write *noon*.

Have the class name or mime activities they normally do at each hour; for example, at 7:00 *a.m.* students could mime waking up, at 8:00 *a.m.* students could mime eating breakfast, and so on. Next, have students mime an activity and ask the class to guess the appropriate time of day.

C. Pair work ...

- Model the activity with a more advanced student. Play the role of Student B to demonstrate that students use real times.

Option: To reinforce telling time, do a chain activity. Give three index cards to each student and have students write a time in digital form on each card; for example, 12:05 *p.m.* Write on the board and say *What time is it?* Have the class repeat several times. To begin the activity, hold up a card, point to a student, and ask *What time is it?* Elicit the correct time on the card. This student then continues the activity by holding up a card, pointing to a classmate, and asking *What time is it?* The game continues in this manner until all cards have been used.

If your students are ready ...

Culture / Civics note: Punctuality at work is highly valued in North America. In general, Americans and Canadians are very conscious of time and avoid being late. Businesses and government offices open and close on time. Employees are expected to begin and end work at the exact time they are scheduled and to call their supervisor if they are going to be late. Employees are expected to take breaks only during specified break periods and to return to work promptly.

(continued on p. 4)

Lesson Plan, Unit 5: Practical conversations (for Student pages 62-63)–continued

Model 2

Content: talking about schedules; the prepositions *in*, *at*, and *on* with time expressions

Procedure:

A–B.

- ▶ Although the word *end* is new vocabulary, students should be able to infer the meaning from context (the word *start* was taught in Unit 3 on page 39). To check students' comprehension, write on the board: *When does the English class start? When does it end?* Elicit the correct answers from the class.

How to say it

- ▶ To reinforce prepositions used with time expressions, write in three columns on the board:

<i>in</i>	<i>on</i>	<i>at</i>
(month)	(day)	(time)
September	Wednesday	3:00

Say *in September, on Wednesday, at 3:00*. Have the class write other months, days, and times in the appropriate columns. Point out that the preposition *at* is also used with *midnight* and *noon* and that the words *today* and *tomorrow* do not use a preposition.

C. Pair work ...

- ▶ Model the activity with a more advanced student. Play the role of Student B to demonstrate that students should use the times in the *How to say it* note or their own times.

Note: To emphasize the use of prepositions and to provide natural models of everyday speech, students should respond in this conversation using short answers. Full-sentence responses are introduced in the *Practical grammar* section on page 64.

Model 3

Content: asking about opening and closing times; expressing uncertainty; expressing approval

Procedure:

A–B.

- ▶ Students were introduced to the actions *open* and *close* in Unit 3 on page 36. If necessary, remind students of the meaning by opening and closing the classroom door. From the context of the conversation, students should infer that businesses and offices can also open and close.

C. Pair work ...

- ▶ Have volunteers read the three signs out loud.
- ▶ Model the conversation with a student, playing the role of Student B to demonstrate that students should use the opening and closing information on the signs.

If your students are ready ...

Culture / Civics note: The hours that businesses open and close vary greatly. Many stores are open between 9:00 a.m. and 6:00 p.m., Monday through Saturday, although some stores, especially those in shopping malls, close at 9:00 or 10:00 p.m. Banks usually close at 3:00 p.m. and restaurants at 10:00 p.m. or later. Large supermarkets are often open 24 hours a day. Many businesses are closed or have reduced hours on Sundays.

Workbook Link: Exercises 4, 5

Your notes

Your notes

Summary of Lesson Plan

► PROGRESS CHECK

Check assigned **Workbook** pages
Suggested teaching time: 10 minutes

► REVIEW/WARMUP

Do it yourself! (Student page 63)
Suggested teaching time: 20 minutes
Your actual teaching time: _____

► PRESENTATION

Practical grammar (Student pages 64-65)
Suggested teaching time: 40 minutes
Your actual teaching time: _____

► Do it yourself! (Student page 63)

Suggested teaching time: 20 minutes
Your actual teaching time: _____

Procedure:

A. Personalization ...

- To demonstrate the task, create a sign for your school or workplace. Write the opening and closing times on the board.
- Students work individually, completing signs for a bank, post office, and supermarket in their own neighborhood.

Note: This activity could be assigned as homework to allow students time to check opening and closing times for places in their neighborhood.

B. Discussion ...

- Divide the class into pairs. Have students read their signs to their partner.
- To review, have individual students read their times out loud.

Option: Have students create signs for other places in the community, such as a restaurant, a supermarket, and a bookstore.



Practical grammar (Student pages 64-65)

Suggested teaching time: 40 minutes
Your actual teaching time: _____

It's for days, dates, and times

Content: statements and questions about days, dates, and times with *It's*

Procedure:

- Write on the board and ask *What month is it?* Elicit the current month from the class and write it below the question. Then write *It is (the current month)* and underline the words *It is*. Write *It's (the current month)*. Have the class repeat the question and the two ways of saying the answer several times. Write on the board and ask *What time is it? What year is it? What day is it?* Elicit responses with *It's* from the class and write them after each question. Say each question and response and have the class repeat several times.
- Point on the board to the question *What month is it? Circle the words is it and write Is it (the current month)?* Point on the board to the answer *It is (the current month)*. Circle the words *It is* and write *Yes, it is. / No, it isn't*. Say both questions and the responses and have the class repeat several times. Have the class convert the other *What* questions on the board to questions beginning with *Is it*.

Option: Ask questions beginning with *What* or *Is it* about the current time, day, month, and year. Have the class or individual students respond using *It's* with *What* questions and *Yes, it is* or *No, it isn't* with *Is it* questions. Next, divide the class into pairs. Have students alternately ask and answer *What* and *Is it* questions with their partner. As a class, review answers by having volunteers ask the class their questions.

A. Choose words. Write the words ...

- Copy item 1 on the board. Omit the correct answer but include both answer choices. Elicit the correct answer choice from the class and write it on the line.
- Students work individually, choosing the correct word or words and writing the answer on the line. To check answers, have students read the questions and answers out loud with a partner.

Workbook Link: Exercise 6

(continued on p. 6)

Questions with What time and When

Content: questions with *What time* and *When*; the simple present tense

Procedure:

- Copy on the board the three questions and responses from the grammar box. Say each question and response and have students repeat several times.
- To reinforce the meaning of *what time* and *when*, ask and elicit appropriate answers to the following questions: *What time is it? When does class start? What time does class end? What time does the school open? When does the school close? When is the class?*

B–C.

- Write on the board *What time is, What time does*. Below this, copy item 1 on the board: A: _____? B: *The supermarket opens at 7:30*. Ask the class to complete the question using *What time is* or *What time does*.
- Students work individually, writing questions with *What time is* or *What time does* in Exercise B and with *When is* or *When does* in Exercise C. To check answers, have students read the questions and answers out loud with a partner.
- Point out the simple present tense in responses to questions with *does*. Underline the final *-s* in the verbs *opens* and *closes* in item 1 in Exercises B and C. Point out that the simple verb forms *open* and *close* in the questions do not have a final *-s*.
- Remind students to use correct capitalization and punctuation in their answers. Point out that each sentence begins with an initial capital letter and ends in a question mark or period.

Option: In pairs, students use the signs from the *Do it yourself!* exercise on page 63 to ask and answer *What time / When* questions about opening and closing hours. Alternately, have students make a statement about the opening and closing hours of each place and have their partner create an appropriate *What time / When* question.

Workbook Link: Exercise 7

Ordinal numbers from 1 to 31

Procedure:

- First review the cardinal numbers 1 to 31 presented on pages 8 and 9. Say each number as you write it on the board. As a class, count from 1 to 31. Then point to random numbers and have the class or individual students say each number.
- To present the concept that dates are written as cardinal numbers but spoken as ordinal numbers, write on the board *March 5, 2000*. Say *It's March fifth*. Next to the numeral 5 on the board, write *fifth*. Write on the board *June 1, 2003*. Say *It's June first*. Next to the numeral 1, write *first*.

D. Read and listen ...

- Read out loud each ordinal number in the grammar box or play the cassette. Students read and listen with books open. Then say each ordinal number again or play the cassette. Students listen and repeat with books closed.
- Point to each cardinal number on the board and elicit from the class the corresponding ordinal number. Write it next to the cardinal number.

(continued on p. 7)

Lesson Plan, Unit 5: Practical grammar (for Student pages 64-65)–continued

E. Listen to the conversations ...

- Write item 1 on the board. Read Conversation 1 in the tapescript or play the cassette. Elicit the correct date and write it on the board.
- Read Conversations 2 through 4 in the tapescript or play the cassette. Students complete the dates after listening to each conversation.

Option: Dictate a list of dates consisting of a month and an ordinal number; for example, *April tenth*. Have students write each date with a number; for example, *April 10*. To check answers, have students list the dates on the board.

Challenge: Teach students the word *birthday*. Write your birthday on the board with a cardinal number; for example, *August 13*. Then say your birthday with an ordinal number; for example, *August thirteenth*. Have each student say his or her birthday.

Then have students line up in the order of their birthdays, with January birthdays at the front of the line. Have students count off their place in the line using ordinal numbers, with the first person saying *first*, the second student saying *second*, and so on. Continue the activity by having students line up alphabetically by other characteristics, such as last name, first name, occupation, and favorite color. Each time the line is reorganized, have students count off their place again using an ordinal number.

Workbook Link: Exercise 8

Tapescript	
Conversation 1	
Man 1:	It's March first.
Man 2:	March first?
Man 1:	Yes, that's right. March first.
Conversation 2	
Woman 1:	Work starts on October ninth.
Man 1:	October ninth? That's great!
Conversation 3	
Man 2:	It's April twentieth.
Woman 1:	Excuse me?
Man 2:	April twentieth.
Conversation 4	
Man 1:	Is the meeting on August thirty-first?
Woman 1:	I'm not sure ... Yes, it <i>is</i> August thirty-first.

Your notes

Summary of Lesson Plan

- ▶ **PROGRESS CHECK**
Check assigned **Workbook** pages
Suggested teaching time: 15 minutes
- ▶ **REVIEW/WARMUP**
Do it yourself! (Student page 65)
Suggested teaching time: 20 minutes
Your actual teaching time: _____
- ▶ **PRESENTATION**
Authentic practice 1 (Student pages 66-67)
Suggested teaching time: 25 minutes
Your actual teaching time: _____

▶ Do it yourself! (Student page 65)

Suggested teaching time: 20 minutes
Your actual teaching time: _____

Procedure:

A. Pair work ...

- ▶ To model the task, write on the board *What time _____? When _____?* Point to the picture and elicit questions using *When* or *What time*; for example, *When does the bank open? What time is it?*
- ▶ In pairs, students ask and answer questions about the picture. To review, have several volunteers ask the class their questions.

Option: Have students ask additional questions about the picture using *Where*, *Are they*, and *Is she*.

Your students can say ...

A: Where's the bank? **B:** It's next to the school. **A:** Where are they? **B:** They're on Bank Street. **A:** Are they at work / home / school? **B:** No, they aren't. **A:** Is she a housewife? **B:** Yes, she is (Unit 2) / I don't know (Unit 3) / Yes, I think so (Unit 4) / I'm not sure. **A:** What time is it? **B:** It's 8:35. **A:** What time does the bank open? **B:** At 9:00 a.m. **A:** When does it close? **B:** At 3:00 p.m. **A:** When does school start / end? **B:** At noon.

B. Personalization ...

- ▶ Write on the board and say *My supermarket opens at 8:30 a.m.* To remind students that the simple present tense of the verb is used, underline the final letter *-s* in *opens*. Write *close* on the board. Elicit a full sentence using the word *close*. Be sure students use the simple present form *closes*.

Workbook Link: Exercises 9, 10

Authentic practice 1 (Student pages 66-67)

Suggested teaching time: 25 minutes
Your actual teaching time: _____

Procedure:

▶ A. Listen and read.

- ▶ To set the scene for the conversation, point to the picture and ask *What time is it?* (9:00)
- ▶ Read the conversation out loud or play the cassette. With books open, students listen and read.

Note: The *Manager* role contains the following new language: *Good morning, right on time, let me tell you a little about, shift, actually, can, terrific, how about*. In addition, language learned in prior exercises has been modified; for example, *See you on Tuesday* is a variation of *See you later* on page 62.

Although students are encouraged to comprehend this new language through context and its similarity to language they know, it is not essential for students to know this new language to complete the task.

▶ B. Listen to the manager. Read ...

- ▶ Read out loud the *Manager* role in Exercise A or play the cassette. Have students read the **(YOU)** role out loud as a class.

Challenge: After practicing with books open, students listen with books closed and say the **(YOU)** role out loud.

▶ C. Listen and read. Choose ...

- ▶ Model the task by writing the statement and the two answer choices for item 1 on the board. Say *You're a little early. That's good.* Elicit the correct response from the class. Demonstrate that students must circle the letter of the correct answer by circling *a* on the board. Check answers by reading items 2 through 3 out loud and having the class give the correct response.

▶ D. Listen. Choose your response ...

- ▶ Read each item in the tapescript out loud or play the cassette as many times as necessary for students to complete the exercise.

Tapescript

1. Work starts at nine. Is that OK?
2. Can you start early on Monday?
3. See you on Saturday at noon.

Workbook Link: Exercise 11

(continued on p. 9)

Listening comprehension

Procedure:

A. Listen to the conversation ...

- To prepare students for the listening task, read items 1 and 2 out loud.
- If students need further explanation of the word *employee*, refer them to the list of employees for the Bedford Hotel on page 20 and the illustration of a manager and a new employee on page 66.
- Read the conversation in the tapescript out loud or play the cassette. Students listen to the conversation and then circle the letter of the answer choice that completes the sentence.

B. Listen to the conversation again ...

- Copy the start date / start time box on the board. Have volunteers read each date and time.

Option: Do a pronunciation drill. Write on the board *May 8 = May eighth, May 18 = May eighteenth*. Point to 8 and say *eighth*. Then point to 18 and say *eighteenth*. Repeat several times to emphasize the difference in pronunciation. Point to and say each number again and have the class repeat. Continue the drill with other commonly confused ordinal numbers, such as *thirteenth* and *thirtieth*; *fourteenth* and *fourth*; *fifth* and *fifteenth*; *sixteenth* and *sixth*. (For further practice with cardinal numbers, see pages 8 and 9 in the Welcome Unit.)

Workbook Link: Exercise 12

Tapescript	
Woman:	Oh, good morning, Mr. Oakdale. What time is it?
Mr. Oakdale:	Ah ... It's five to one. I guess I'm a little early for our appointment.
Woman:	Yes, you are, but that's OK. Well, let's talk about when you can start ... Let's see. Today's Thursday ... How's Monday, May eighth?
Mr. Oakdale:	I think that's OK. What time should I come in? I'd like to start on the morning shift if that's possible.
Woman:	Sure. The morning's fine. How about eight fifteen?
Mr. Oakdale:	Eight fifteen sounds great.
Woman:	OK. Let me write that down for you. Monday, May eighth, at eight fifteen a.m.
Mr. Oakdale:	Thanks. I'll see you on the eighth.

Your notes

Summary of Lesson Plan

- **PROGRESS CHECK**
Workbook pages not assigned for Lesson Four.
- **REVIEW/WARMUP**
Do it yourself! (Student page 67)
 Suggested teaching time: 10 minutes
 Your actual teaching time: _____
- **PRESENTATION**
Authentic practice 2 (Student pages 68-69)
 Suggested teaching time: 35 minutes
 Your actual teaching time: _____
- **REVIEW**
Do it yourself! (A plan-ahead project) (Student page 69)
 Suggested teaching time: 15 minutes
 Your actual teaching time: _____

➤ Do it yourself! (Student page 17)

Suggested teaching time: 10 minutes
 Your actual teaching time: _____

Procedure:

A. Write your own response ...

- Model the activity. Read the first speech balloon and elicit responses from the class, such as *I think so ... Yes, that's OK.*
- Students work individually, writing their own responses to complete the conversation. To check answers, have students read their conversation out loud with a partner.

Option: Have several pairs of volunteers act out their conversations in front of the class.

Your students can say ...

- YOU** Sure. / I think so. / Yes, that's OK. / No problem.
- YOU** Sure. / I think so. / Yes, that's OK. / No problem.
- YOU** Bye. / See you later. / See you on Monday.

B. Discussion ...

- Model the activity by talking about your work or school schedule; for example, *This class starts at 9:00 a.m.*
- Students talk about their work or school schedules in small groups or as a class.



Authentic practice 2 (Student pages 68-69)

Suggested teaching time: 35 minutes
 Your actual teaching time: _____

Procedure:

Note: For the plan-ahead project on page 69, students should bring a work, movie, or television schedule to class.

Reading

Critical thinking skills: reasoning (making inferences and drawing conclusions); decision making (evaluating and choosing the best alternative)

Procedure:

A. Critical thinking ...

- To illustrate the meaning of the words *early*, *on time*, and *late*, write on the board the start and end times for the current day's class. For example, write *English class: 9:00–9:50*. Then write *8:45 = early to class*, *9:15 = late to class*, *9:00 = on time*. Write several other times on the board and elicit from the class whether they are *late*, *early*, or *on time*.
- Copy Claire Costello's work schedule on the board. Point to the Monday entry and ask *What time does work start on Monday?* Elicit the answer from the class and circle on the board the time *3:00 p.m.* Ask *And when does work end?* Elicit the answer and circle the time *9:00 p.m.*
- Copy Claire Costello's time card on the board. Point to the January 24 entry and ask *What time does Claire start work on Monday?* Elicit the answer from the class and circle the time *2:45* on the board.
- Copy item 1 on the board, but omit the answer in blue. Point to the 3:00 p.m. start time on the work schedule. Then point to Claire's 2:45 start time on the time card and ask *Is Claire early, on time, or late?* Elicit the correct answer from the class and write the word *early* after item 1 on the board.
- Students work individually, looking at the work schedule and time card and then writing *early*, *on time*, or *late* for items 2 through 5.

Option: To further illustrate that a schedule is a plan showing what time something happens, have students write a schedule for their English class on the board. The schedule should include the class day, start time, and end time; for example, *Monday, 9:00–9:55*.

(continued on p. 11)

Lesson Plan, Unit 5: Authentic practice 2 (for Student pages 68-69)–continued

B. Critical thinking ...

- Point to Claire Costello's work schedule on the board. Point to the Friday entry and ask *What time does work start on Friday?* Elicit the answer from the class and circle on the board the time 6:00 a.m. Ask *And when does work end?* Elicit the answer and circle the time 12:00 noon.
- Copy the King Kong movie schedule on the board. Ask the class *What days is King Kong showing?* (Monday and Friday.) *What times does King Kong start on Monday?* (At 6:00 p.m., 8:00 p.m., and 10:30 p.m.) *What time is the movie showing on Friday?* (4:45 p.m., 7:30 p.m., midnight)
- To set the scene for the activity, point to the King Kong schedule and say *Claire Costello loves old movies. She wants to see King Kong.* Ask several students *Do you like old movies? Do you want to see King Kong?*
- Point to the 10:30 p.m. Monday showing on the movie schedule. Then point to Claire's 3:00 p.m. – 9:00 p.m. Monday work schedule. Ask the class *Can Claire see King Kong at 10:30 p.m.?* Elicit a positive response from the class and circle the time 10:30 on the movie schedule.
- Students work individually, circling the times that Claire can see King Kong. Have students check answers with a partner and then review as a class.

Workbook Link: Exercises 13, 14, 15, 16

Writing

Procedure:

A. Look at Dan Kim's date book ...

- Bring your date book to class or use the date book in Exercise A. Point to the date book and write on the board *a date book*. Ask several students *Do you have a date book?*
- To set the scene for the activity, point to Dan Kim and ask *What's his name?* (Dan Kim) *What's his first name / last name?* (Dan / Kim) Then point to Dan Kim's date book and ask *When does English class end?* (1:00) *When is the English class?* (12:00 to 1:00 / March 17) *What date / month is the English class?* (March 17 / March) *Where's the English class?* (Meeting Room 1) *What time does work end?* (4:00)

B. Complete the date book for yourself ...

- To demonstrate that students should complete the date book with their own information, write a date book for yourself on the board. Label each entry with the day of the current week, the date, and the month. Complete each date with one or two planned activities. Include the start and end time of each activity and the place it will be held.
- Students work individually, using their own information to write a date book for the current week. Circulate to help students identify their activities in English. To check answers, have students read their schedule out loud with a partner. Have each student read one entry to the class.

Challenge: Have each student write an ideal schedule for this week. Emphasize that students can do anything. In small groups, have students compare schedules. Have each group report the differences and similarities to the class. As a class, determine the most popular morning, afternoon, and evening activities.

Workbook Link: Exercises 17, 18

➤ Do it yourself! (A plan-ahead project) (Student page 69)

Suggested teaching time: 15 minutes
Your actual teaching time: _____

Procedure:

- Remind students ahead of time to bring a work, movie, or TV schedule to class. (If students don't have schedules, they can use the schedules pictured on page 69 and their date book from Exercise B.)
- To model the activity, write on the board *When do you work?* Have a volunteer ask you this question. Point to the work schedule and respond; for example, *On Monday and Tuesday*. Then ask the student *What about you? When do you work?* Elicit an answer and continue the conversation by asking other questions about the schedule; for example, *What time does work start? And when does it end?*
- Have students work in small groups to talk about the times and dates in their schedules. Circulate to offer help as needed. To review, have volunteers from each group tell the class about their schedules.

	<p style="text-align: center;">Review notes Areas for further review and practice</p>

► Do it yourself! (Student page 71)

Procedure:

1. Point. Talk about people and places.

Option: Competition. Divide the class into two teams. To begin, a student from team A holds up the textbook and points to any person or place in the illustration. This student then points to a student on team B, who must make a sentence about the person or place. If the sentence is grammatically correct, team B is awarded one point. The teams then reverse roles.

Your students can say ...

He's a bus driver / mechanic. She is a homemaker. (Unit 1) They're students. (Unit 2) The restaurant is next to the post office. The parking lot is across from the post office. The school is between the bank and the restaurant. The hospital is on Bank Street. (Unit 2) He is a customer / salesperson. (Unit 4) The bank opens at 9:00 a.m. The bank closes at noon on Saturdays. The bank is open from Monday to Friday. English classes start tomorrow / September 17.

2. Create conversations for the people.

Option: Writing activity. Have students work in pairs to write their conversations in dialogue form. Each group then writes each line of its conversation on a slip of paper, mixes up the order of the slips, and gives them to another group. The other group must then put the conversation back in the correct order. (For more ideas on using the picture for writing activities, see the Teacher's Resource Binder.)

Your students can say ...

(The two women next to the bank)

A: Oh, no! **B:** What's wrong? **A:** The clock's out of order. (Unit 3) **B:** What time is it? **A:** It's nine o'clock. **B:** Nine o'clock? Uh-oh. I'm late. Bye. **A:** See you later.

A: When / What time does the bank open? **B:** At nine o'clock. **A:** And when / what time does it close? **B:** At 3:00 p.m. The bank closes at noon.

(The man and woman next to the restaurant)

A: When does school start? **B:** Tomorrow. **A:** What time is the class? **B:** I'm not sure. Three o'clock, I think. **A:** That's great! And when does it end? **B:** I don't know. (Unit 3)

(The two men in the shoe store)

A: Do you have these shoes in size 8 / black?
B: Yes, we do. / No, we don't. I'm sorry. (Unit 4)

(The bus driver and the mechanic)

B: What time does work start? **A:** At 9:00.
B: What day is it? **A:** It's Wednesday.

3. Say more about the picture ...

Option: Word game. Think of a word that can be found in the picture. Then draw a blank line on the board for each letter of the word or phrase, leaving a space between any words. (Do not write the letters on the lines.) Divide the class into teams and have students alternate guessing letters, one team member at a time. If a student guesses a correct letter, write it on the appropriate line on the board and allow another member of the same team to guess another letter. If a student makes an incorrect guess, a member of another team guesses the next letter. The student who guesses the correct word or phrase can select the new word or phrase to be guessed.

Your students can say ...

The bus driver is early. (Unit 1) The customer wants new brown shoes. (Units 2 and 4) The salesperson needs a receipt. A green uniform, a black tie, a red shirt, brown shoes, a blue suit, green pants, a store. (Unit 4) It's eight thirty-five. It's September sixteenth. Today is September sixteenth. Tomorrow is September seventeenth.

Oral test (optional)

Use the *Do it yourself!* illustration on page 71 for an oral test. Have students work in pairs to ask questions about the picture using the words *When* or *What time*. For example, **A:** *When do English classes start?* **B:** *Tomorrow*. Evaluate students on correctness, intelligibility, and completeness.