

Events and Times

LESSON

1

1



Vocabulary

Suggested
teaching time:10–15
minutesYour actual
teaching time:

V Vocabulary Flash Card Player

- To review numbers for times, have the class count together from 1–60.
- Have students listen once. Then explain some special features about telling time in English:
 - Point out that *o'clock* is used only when identifying the exact hour. Write some digital clock times on the board. For example:
 6:00 6:15 Say *It's six o'clock* NOT *It's six fifteen o'clock*.
 2:00 2:20 Say *It's two o'clock* NOT *It's two twenty o'clock*.
- Explain A.M. and P.M. Write on the board: 8:00 A.M.
 8:00 P.M. Say *A.M. is from twelve midnight to 11:59 in the morning. P.M. is for twelve noon to 11:59 at night. Eight A.M. is eight in the morning. Eight P.M. is eight in the evening.*
- Point out that noon or midnight can be stated as *It's twelve o'clock*.
- After listening and repeating, check comprehension. Write the following times on the board, and ask students to say them in as many ways as possible:
 3:00 (It's three o'clock.)
 3:45 (It's three forty-five. It's a quarter to four.)
 4:30 (It's four thirty. It's half past four.)
 5:15 (It's five fifteen. It's a quarter past five.)
 6:20 (It's six twenty. It's twenty after six.)
 7:40 (It's seven forty. It's twenty to eight.)

Option: (+5 minutes) To practice the times, have students take turns dictating different times to a partner and writing them. Student A says: *It's eight (o'clock) in the morning*. Student B writes: 8:00 A.M.

Language and culture

- Telling time digitally (saying the exact numbers on the clock: *It's eleven forty-five*) is more common than the traditional way (using expressions like *a quarter to*: *It's a quarter to twelve*). However, encourage students to understand and be able to tell time both ways.
- English speakers use *oh* and NOT *zero* to tell time. They say *eight oh three* for 8:03 and *ten oh five* for 10:05.
- In the U.K., the 24-hour clock is normally used instead of A.M. / P.M. for train, bus, and air timetables. The 12-hour clock is normally used in the U.S., Canada, and Australia.

2



Pronunciation

Suggested
teaching time:2
minutesYour actual
teaching time:

Pronunciation Coach Video

- Have students listen and pay attention to the sentence rhythm.
- Then have them listen again and repeat chorally.

Language and culture

- Words stressed in a sentence are usually content words, for example, nouns, verbs, and adjectives. They provide the most important information in a sentence. Words such as pronouns, prepositions, and articles are called function words and are not usually stressed.

3 Pronunciation practice

Suggested
teaching time:3
minutesYour actual
teaching time:

- Call on individual students to read the sentences aloud.
- Write additional time sentences on the board. Read each one aloud and invite students to come up and draw a dot over the two stressed syllables. For example:

It's *ten* *o'clock*.It's *a* *quarter* *to* *five*.It's *nine* *thirty*.It's *three* *fifteen*.It's *half* *past* *one*.

Pronunciation Activities

4 Pair work

Suggested
teaching time:7–10
minutesYour actual
teaching time:

- Model the correct pronunciation of A.M. and P.M. /ˈeɪ ɛm/ and (/ˈpi ɛm/).
- Hold up your book and point to the map. Point to London and ask *What time is it in London?* (It's five forty P.M.) Have students repeat the question and the answer chorally.
- Ask students a few more questions about times around the world; for example, *What time is it in Beijing?* (It's 1:40 A.M.) *What time is it in Caracas?* (It's 1:10 P.M.)
- As students work in pairs, move around the room and listen in. Ask students to provide the alternative way to say a time, whenever possible; for example, *one ten* and *ten past one*.

Option: (+5 minutes) For additional practice, have students take turns saying a time and then which city matches that time; for example, Student A: *It's 4:40 A.M. Where am I?* Student B: *You're in Sydney.* Student A: *Correct!*

5 Vocabulary

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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Vocabulary Flash Card Player

- Have students listen and study the words and the clocks in the pictures.
- Ask questions to make sure students understand the context of each picture. Ask *What time does English class start?* (9:00.) *What time is it in picture 1?* (8:45.) *What time is it in picture 2?* (8:57.) *What time is it in picture 3?* (9:20.)
- After students listen, check comprehension by asking questions about students in your class. *In our class, who's on time? Who's late? Who's early?* Students can respond to each question by raising their hands.

Language and culture

- Different cultures have different beliefs about the appropriate time to arrive for an event. In most English-speaking countries, it is important to arrive on time or even somewhat early for both informal and formal events. It is also polite to call and let someone know if you're going to be late.

NOW YOU CAN

Confirm that you're on time

1 Conversation model

Suggested teaching time:	5 minutes	Your actual teaching time:	
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This conversation strategy is implicit in the model:

- Use Uh-oh to indicate you may have made a mistake.

- Direct attention to the picture insert. Say *This is a meeting.*
- After students read and listen, ask *What time is it?* (It's five to ten.) *What time is the meeting?* (10:00.) *Is the man late?* (No, he's early.)
- Point out that the man says *Five to ten?* with rising intonation to confirm the time he heard.

2 Rhythm and intonation

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure students:
 - use falling intonation for *What time is the meeting?*
 - use rising intonation for *Am I late?* and *Five to ten?*
 - stress *No* and *not* in *No, you're not.*
 - do not stress *to* in *Five to ten?*
- To focus students on the stress in each sentence, have them listen a third time and place a large dot over the stressed syllables in each sentence. (Stressed syllables: TIME, MEETING, TEN, LATE, NO, NOT, FIVE, TEN, FIVE, TEN, RIGHT, EARLY.)

3 Conversation activator

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- Prepare students for the conversation. Say *Now it's 2:15.*
- Model the conversation with a more confident student. Play Role A to emphasize the intonation and expression possible in this conversation.

A: *What time is the class?*
B: *2:15.*
A: *Uh-oh. Am I late?*
B: *No, you're not. It's 2:15.*
A: *2:15?*
B: *That's right. You're on time.*
- Be sure to reinforce the use of the conversation strategy listed with the Conversation Model; for example, to indicate you made a mistake, say *Uh-oh* with concern.
- As students work in pairs, move around the room listening in on their conversations. Remind students to use different ways to say the time (*Two / Two o'clock; Two fifteen / A quarter past two; Two-thirty / Half past two.*) Also remind students to switch roles and practice using a different prompt. Encourage students to use the correct rhythm and intonation.

Conversation Activator Pair Work Cards

4 Change partners

Suggested teaching time:	5–6 minutes	Your actual teaching time:	
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- Write a new time on the board and some new event times so students can continue to practice with their new partners. For example:

It's 4:25.
Class is at 4:30.
The train is at 4:15.
The bus is at 5:00.

EXTRAS

Workbook or MyEnglishLab

SPEAKING ACTIVITIES: UNIT 1, ACTIVITY 1

1



2:22

Vocabulary

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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V Vocabulary Flash Card Player

- Have students study the words and pictures as they listen.
- Have students work in pairs. Student A points to the photos, covering the word for each event. Student B names the event. Then they switch roles.

Option: (+2–3 minutes) Extend the activity by having students talk about their favorite events. Say A [dance] is number 1 for me. What is number 1 for you? Students can say A [game] is number 1 for me.

Language and culture

- In British English, a *movie* is called a *film*.



Learning Strategies

2



2:23

Listening comprehension

Suggested teaching time:	6–8 minutes	Your actual teaching time:	
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- First listening: Have students write the name of the event.
- Second listening: Have students circle the time.
- Third listening: Have students confirm their answers.
- Review answers by asking questions; for example, *What time is the [dinner]? (Seven forty five. OR A quarter to eight.)*

AUDIOSCRIPT

CONVERSATION 1

- M:** What time's the dinner?
F: A quarter to eight.
M: A quarter to eight? Thanks.

CONVERSATION 2

- F1:** What time's the dance?
 Eight o'clock?
F2: Eight? No. It's at nine o'clock.
F1: Oh, OK. Thanks.

CONVERSATION 3

- F:** What time's the concert?
M: It's at half past three.
F1: Half past three? Are we late?
M: No. It's only three o'clock.

CONVERSATION 4

- M1:** What time's the game?
M2: At noon. Don't be late.
M1: OK. See you at noon.

CONVERSATION 5

- M:** What time's the movie?
F: A quarter after nine.
M: A quarter after nine? Thanks. See you there.

CONVERSATION 6

- F:** What time's the party?
M: At midnight.
F: Midnight? Wow.



Learning Strategies

3



2:24

Vocabulary

Suggested teaching time:	5 minutes	Your actual teaching time:	
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FYI: The *o* in *Monday* and the *u* in *Sunday* are pronounced the same as the sound /ʌ/ in *but*.

- Introduce the days of the week. Have students point to the words as they listen and repeat.
- Practice the *th* sound /θ/ in *Thursday*.
- Point out that the days of the week are always capitalized in English.
- Have students take turns saying the days of the week; for example, Student 1: *Monday*, Student 2: *Tuesday*, Student 3: *Wednesday*, etc.
- To check comprehension, say true and false sentences and have students correct you. For example:
Monday is on the weekend. (No. Monday is a weekday.)
Wednesday is a weekday. (Yes.)
Saturday is on the weekend. (Yes.)
Sunday is a weekday. (No. Sunday is on the weekend.)

Option: (+5 minutes) To extend the activity, write abbreviations for the days in random order on the board, and have students say the full name. Some common abbreviations are *Mon., Tues., Wed., Thurs., Fri., Sat., Sun.* Then have students write the abbreviations in the correct order on a separate piece of paper.

4 Grammar

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Direct attention to the questions and answers about times and days and have students study the examples.
- Model the three ways to answer the second question: What time's the party? *Nine thirty. At nine thirty. It's at nine thirty.*
- Point out that the answer to a question with *When* can be a day or a time. *When's the dance?* (On Friday. At 10:00.)
- Direct attention to the information about contractions. Use the board and the eraser to show how the contractions are formed. Erase the *i* in *is* three times and add an apostrophe (') to make *time's*, *day's*, and *when's*.
- Point out the Be careful! information about when not to use the contracted form.

Option: (+5 minutes) For some basic practice, ask questions about your own class. *When is our class? What day is the class? What time's the class on [Tuesday]?*, etc.

FYI: The prepositions for telling dates and months are presented on page 10.



Inductive Grammar Charts

5 Grammar practice

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- Point out that each blank line is for one word only.
- To review answers, have pairs of students take turns reading the dialogues to the class.

★ Extra Grammar Exercises

6 Listening comprehension

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- Have students look at the agenda and identify the days of the week and times for each day.
- You may choose to pause after each event to allow students more time to write.
- Have students compare answers.
- To review answers, say a day of the week and have individual students say the correct event and time for that day in a complete sentence; for example, Teacher: *Monday*. Student: *The game is on Monday at 5:30.*

Option: (+5 minutes) For a challenge, have students listen again. Then ask more detailed comprehension questions. Examples: *When's the meeting?* (On Thursday at seven.) *Who's the dinner for?* (The students.)

AUDIOSCRIPT

F: Oh good. You have your calendar.
M: Yeah. So what events are there this week?
F: Let's see . . . Well, on Thursday, there's a school meeting at seven.
M: Meeting . . . at seven o'clock.
F: And this weekend there's a party.
M: A party? That sounds good. When is it?
F: Saturday at six thirty.
M: At half past six? That's early. Oh, look. On Friday there's a dinner.
F: A dinner?
M: Yes. For the students.
F: Oh, right. What time?
M: At seven o'clock.
F: OK. Friday . . . dinner at seven. Is there a game on Friday?
M: No. There's a game on Monday. At five thirty.
F: Five thirty. OK. You know, there's also a concert this week. Maya Peters, the singer.
M: Nice! When is it?
F: Wednesday at a quarter after seven.
M: At seven fifteen?
F: Right.
M: How about a movie? Is there a movie this week?
F: Yes, there is. There's a Jackie Chan movie on Tuesday at six thirty.
M: Jackie Chan? Great. Tuesday . . . half past six. So . . . that's it?
F: That's it. Sounds like a good week.

NOW YOU CAN Talk about the time of an event

1 Conversation model

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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These conversation strategies are implicit in the model:

- Use Look to focus someone's attention on something.
- Use Great! to show enthusiasm for an idea.

- After students read and listen, ask *When is the dance?* (10:30.) *Where's the dance?* (At Pat's Restaurant.)
- Point out that the preposition *at* is used with places.

Language and culture

- *Let's* is the contraction for *let us* and is used often in spoken English to make a suggestion.

2 Rhythm and intonation

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Have students repeat each line and:
 - say *Great!* with enthusiasm.
 - pause slightly after *Great!*
 - use falling intonation for *What time?*
 - use rising intonation for *Really?*

3 Conversation activator

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- Have students look at the different events. Ask *What day is the basketball game?* (Saturday.) *What time is the concert?* (8:00.) *When is the movie?* (On Thursday at 9:00.) *When is the school dinner?* (On Saturday at 8:00.)
- Model the conversation with a more confident student. Play Role A. For example:

A: *Look. There's a basketball game on Saturday.*
 B: *Great! What time?*
 A: *10:00. At Athlete Central.*
 B: *Really? Let's meet at 9:45.*
- Reinforce the use of the conversation strategies. Point to the event in the book as you say enthusiastically *Look. There's a [concert] on [Friday].*
- Listen in as students work in pairs. Make sure students are expressive when they say *Look, Great!*, and *Really?*

Option: (+10 minutes) Make copies of a local listing of events. Have students make more conversations.

Conversation Activator Pair Work Cards

4 Change partners

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- To review, invite a few pairs to act out their conversations.

EXTRAS

Workbook or MyEnglishLab

SPEAKING ACTIVITIES: UNIT 1, ACTIVITY 2

2:28

1 Vocabulary

Suggested
teaching time:7–10
minutesYour actual
teaching time:

Vocabulary Flash Card Player

- First listening: Have students study the numbers and the words.
- Between the first and second listening, have students underline the last two letters in each word; for example, first, second, third, fourth. Point out that those are also the two letters next to the numerals.
- Second listening: Have students repeat chorally. Encourage students to pronounce the end of each word clearly.
- To help students pronounce the /θ/ sound, show how your tongue rests between your teeth as you blow air. Some students may be embarrassed to show their tongues, in which case they can shield their mouths with their papers or hands until they are more comfortable.
- To help students identify and pronounce all the syllables in the ordinal numbers twentieth, thirtieth, fortieth, fiftieth, write these words on the board and have them draw dots above each syllable. For example:

• • • • • • • • • • • •
 twen ti eth thir ti eth for ti eth fif ti eth

Option: (+5 minutes) For additional practice, have students take turns dictating random ordinal numbers (1st, 22nd, 43rd, etc.) to a partner. The partner writes the cardinal form (1, 22, 43, etc.).

Language and culture

- Use ordinal numbers to say dates; for example, *January fifteenth*. In formal writing, use cardinal numbers; for example, *January 15*. It is common to use ordinal numbers in informal writing.

2 Pair work

Suggested
teaching time:3
minutesYour actual
teaching time:

- Model the activity with a student. Write two columns on the board: one with cardinal numbers and the other with the corresponding ordinal numbers.
- Call out a cardinal number and point to the corresponding ordinal number to prompt the student to say it. Repeat with another student.

2:29

3 Vocabulary

Suggested
teaching time:3
minutesYour actual
teaching time:

- Play the audio to introduce the months of the year.
- Have students point to the words as they listen and repeat.
- Point out that the months of the year are always capitalized in English.

Option: (+5 minutes) For a different approach, write the following abbreviations for months of the year in random order on the board, and have students say the full name: *Jan., Feb., Mar., Apr., Aug., Sept., Oct., Nov., Dec.*

Option: (+5 minutes) As an alternative, say a series of four months, but clap in place of one month; for example, say *March, April, [clap], June*. Have students say the missing month. (May.) Have students take turns leading the activity in small groups.



Learning Strategies

2:30

4 Listening comprehension

Suggested
teaching time:5–7
minutesYour actual
teaching time:

- First listening: Model the first item with the class. Play the audio, pause it, and then circle the date on the calendar. Continue playing and have students mark the dates on the calendar.
- Second listening: Pause after each date, have students repeat, and then confirm their answers.

AUDIOSCRIPT

F: January sixteenth
M: April fourth
F: November eleventh
M: October twenty-first
F: May seventeenth
M: December second
F: February twenty-eighth
M: March fourteenth
F: June first
M: August thirty-first
F: September twelfth
M: July twenty-third

5 Pair work

Suggested
teaching time:3–4
minutesYour actual
teaching time:

- Model the activity with the students. Say *January 15th*. Then have students write *January 15th*.
- Have students first write a list of the dates they will read to their partners, so that they can check their partner's answers.

Language and culture

- In British English, when dates are written giving the month as a word, the number may precede or follow the month: *January 15* or *15 January*. In American English, the number always follows the month.

6 Grammar

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- Direct attention to the prepositions of time and have students study the examples.
- Have students repeat chorally. Point out that we use *in* with months, *on* for days and dates, and *at* with times.
- Write three categories on the board with the headings:
in on at
- Say the following time phrases and then point to the three categories: *the evening, Friday, night, Sunday, the afternoon, January, March 10th, midnight, three o'clock*. Have students indicate the category where each phrase belongs. (Alternatively, print out the graphic organizer.)

Graphic Organizers

Option: (+5 minutes) To check comprehension, ask students about your class. Examples: *What time is our class?* (At 8:00.) *When is our class?* (In the [morning]. On [Tuesday].)

Inductive Grammar Charts

7 Grammar practice

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- Do item 1 together as a class.
- Have students compare answers in pairs.

Extra Grammar Exercises

Learning Strategies

NOW YOU CAN Ask about birthdays

1 Conversation model

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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These conversation strategies are implicit in the model:

- Offer someone best wishes on his or her birthday.
- Respond to a person's birthday wishes.
- Introduce the word *birthday*. Say *My birthday is on [May 24th]*. Draw a birthday cake with candles to illustrate the meaning of *birthday*.
- After students read and listen, ask *When's her birthday?* (November 13th.) *When's his birthday?* (July 15th.)
- Point out that the birthdays are given in two different ways in the conversation:
It's on [month] [date]. Example: *It's on July 15th.*
It's in [month]. On the [date]. Example: *It's in November. On the 13th.*
- Ask several students *When's your birthday?*
- Call attention to the box showing how to give and respond to a birthday wish, and play the audio.
- Have students practice saying *Happy birthday!* and *Thank you!* with enthusiasm.

2 Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	
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- Have students repeat each line chorally and:
 - use falling intonation for *When's your birthday?*
 - pronounce the *s* in the contractions *When's* and *birthday's*.
 - pronounce the ordinal numbers *fifteenth* and *thirteenth* with stress on *teenth*.

3 Conversation activator

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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Conversation Activator Video

DON'T STOP! Review the list of people in the Don't stop! chart. Tell students to ask questions about the people in the chart and write down their birthdays.

- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students how the model has been changed by the actors.
- Model the conversation with a more confident student. Play Role A to illustrate how to continue the conversation.
A: *When's your birthday?*
B: *On [September 5th]. When's your birthday?*
A: *My birthday's in [March]. On the [10th]. When's your brother's birthday?*
B: *It's on April 22nd.*
A: *OK. And your mother's birthday?*
B: *It's in February. On the 2nd.*
- As students work in pairs, move around the room listening in on their conversations. Remind students to use different ways to say their birthdays. Also, remind students to do the activity in the Don't stop! box.
- Students may find the phrase *I don't remember* useful in these conversations.

Conversation Activator Video Script; Conversation Activator Pair Work Cards

4 Change partners

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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EXTRAS

Workbook or MyEnglishLab

Speaking Activities: Unit 1, Activity 3; "Find Someone Who . . ." Activity

EXTENSION

1 Reading

Suggested teaching time:	7–12 minutes	Your actual teaching time:	
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- Pre-reading: To practice the reading strategy of scanning, have students read quickly and underline the dates and the times of the events.
- Then have students read the texts silently.
- To check comprehension, ask the following questions:
When is Sally's birthday?
What day is the party? What time?
What time is the movie tonight?
What movie is it?
Who is in the movie?
When is the dance?
Where is Casey's Restaurant?
What time is the meeting?
What day is the game?

Option: (+10 minutes) To extend the activity, have students listen to the conversations and note the rhythm of the sentences. Have them underline the words and syllables the speakers stress; for example, *June 21st is Sally Neufield's birthday! 90 years old, and so young!* Have volunteers read each announcement aloud with the correct intonation.

Option: (+10–15 minutes) To turn this reading into a listening activity, draw the following graphic organizer on the board (without the answers) or print it. Then have students listen to the audio twice. First listening: With books closed, have students listen for and write down each event. Second listening: Have students listen for and write down the day or date, time, and place of the event. Then have them read to confirm their answers.

Announcement	What	When	Where
Party	Sally Neufield's 90 th birthday	June 21 st at 7:00 P.M.	Chuck's Cafe
Movie	The Party	June 24 th at 8:30 P.M.	New School
Dance	dance	June 25 th at 8:30 P.M.	Casey's Restaurant
Meeting	Bank Managers Association meeting	June 23 rd at 9:00 A.M.	Family Bank
Game	volleyball game	June 26 th at 2:00 P.M.	Branfield School

Graphic Organizers

Option: (+15 minutes) For more practice, have pairs compose their own version of one of the announcements, changing some of the facts (event, date and time, location). Have each pair read aloud their new announcement as the rest of the class listens and completes information in the graphic organizer.

Learning Strategies

2 Reading comprehension

Suggested teaching time:	4–6 minutes	Your actual teaching time:	
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- Ask students to scan the announcements to find the correct information for each item. Have students underline the necessary information in the text and then correct the sentences.
- Review answers by having students read the corrected sentences aloud.

Extra Reading Comprehension Exercises

3 Group work

Suggested teaching time:	4–6 minutes	Your actual teaching time:	
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- Have students repeat the name of each sign chorally.
- Model the range of dates for each sign. Use the full names for the abbreviations of the months: *Capricorn: December twenty-second to January twentieth.*
- Call out each sign and call on different students to provide the range of dates: T: *Aquarius. S: January twenty-first to February nineteenth. T: Pisces. S: February twentieth to March twentieth.*
- Provide a model for completing the chart with your own information. Say *My birthday is May 18th. I'm a Taurus.* Write on board: *Name: Ms. Jackson Birthday: May 18 Zodiac sign: Taurus.* Choose various students and ask *When's your birthday? What's your sign?*
- Have students walk around, ask one another about their birthdays, and complete the chart.
- Move around the room. Listen in on student conversations and assist students in pronouncing the names of the signs.

Option: (+5 minutes) To extend the activity, take a poll. Ask students to raise their hands as you call out each zodiac sign when they hear their own sign. Write the number of students for each sign on the board.

Option: (+5 minutes) Say the dates and have students tell you the sign. Teacher: *September 23rd to October 22nd.* Students: *Libra.* This activity may also be done in pairs.

Language and culture

- The astrology zodiac is made up of twelve signs that correspond to a range of dates based on the system used by the Greeks as early as 600 BCE. Many people enjoy studying the zodiac for fun, and most people know their own sign.

Option: GRAMMAR BOOSTER (+10 minutes)

Flagship Pop Song Video and Karaoke Video

Digital Games

Before the first activity, give students a few minutes of silent time to explore the picture and become familiar with it.

Pair work 1

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Brainstorm questions about the day, date, and time of events. Write them on the board. For example:

What time is the concert?

When is the dinner?

What day is the party?

- Model a conversation about events with a more confident student. For example:

A: Look. There's a basketball game on Sunday.

B: Really? What time?, etc.

- Have students practice conversations about the events. Encourage them to use different questions for asking about the day and time of events.

Option: (+5 minutes) For a challenge, have students plan a weekend. Provide copies of a weekend list of cultural events. (If a listing of real events is not available, create a list of four to five events.) Then have students work in pairs to discuss the events and decide what to do during the weekend. Tell students to use *Let's*.

Possible responses . . .

A: Look. There's a party for students on Saturday. B: Really? What time is it? A: 9:30 in the evening. B: OK. Let's meet at 9:30. A: Great!

A: When is the concert? B: It's on May 24th. A: What time? B: At 10:30 P.M.

Pair work 2

Suggested teaching time:	10 minutes	Your actual teaching time:	
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- Model a conversation with a more confident student in which you confirm that you are on time for an event.

For example:

T: *What time's the dinner?*

S: 8:30 P.M.

T: *Uh-oh. Am I late?, etc.*

- For the confirming conversations, set a new time for each event. For example:

Basketball game: *Now it's 12:15 on Sunday, May 22nd.*

Concert: *Now it's 10:00 on Tuesday, May 24th.*

Party: *Now it's 8:30 on Saturday, May 21st.*

Possible responses . . .

A: When is the concert? B: 10:30. A: Uh-oh. Am I late?

B: No. It's 10:00. A: Really? B: That's right. You're early.

Contest

Suggested teaching time:	5–6 minutes	Your actual teaching time:	
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- Give students one minute to study the picture.
- Tell students to close their books. Ask *How many events are there? What are the events? When are they?* Don't expect students to reconstruct all the information.
- When students can't remember any more, have them open their books to find the information.
- Print out the graphic organizer to help students reconstruct the information.

Graphic Organizers

Writing

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Brainstorm with the class events in your community. Write the ideas on the board. For example:

dance: Saturday night at 10, April 4

game: Sunday A.M., April 5

Option: (+10 minutes) For additional practice, have students write as many sentences as they can about the events on page 15. To review, call on individual students to say their sentences. Listen for students to use prepositions of time correctly. Make necessary corrections.

Possible responses . . .

[There's a [concert / dinner / dance / game / movie / party] on [Thursday, June 18th], at [8:30 in the evening].

Writing Process Worksheets

Option: Oral Progress Assessment

Use the illustration on page 15. Encourage students to use the language practiced in this unit as well as previous units. Ask the student questions about the information in the illustration; for example, T: *When is the concert?* S: *It's on Tuesday, May 24th.* T: *At what time?* S: *10:30 P.M.*

Evaluate students on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.

Oral Progress Assessment Charts

Option: WRITING BOOSTER (Structured support for preparing writing)

EXTRAS

Additional printable resources on the ActiveTeach:

- Assessment
- Flagship Pop Song Activities
- Supplementary Pronunciation Lessons
- Conversation Activator Video Scripts
- Audioscripts and Answer keys
- Unit Study Guides