

3

A busy life!

Coverage This unit is about times of the day and related vocabulary. It covers days of the week, including abbreviations. The cyclical nature both of seasons of the year and of days of a week is included.	Skills MSS1/E1.2 relate familiar events to: times of the day; days of the week; seasons of the year
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Resources needed for effective teaching of this unit:

Demonstration Diary Analogue clock with moveable hands Watch Poster with days of week Poster with months of year Number line Local weather forecast in a newspaper	Pair A selection of TV guides (or ask learners to bring some in)	Individual Analogue clock (optional)
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Reminder

In the Links, H means Help, E means Extension and M means Mini-project.

Remember

Throughout the unit, be aware of the reading needs of learners.

You may need to read out parts of the text.

Words **highlighted** in **bold** will need particular clarification.

Context

- Look at the pictures together. Sequence the events. Pick out the words that relate to time: today, first, morning, afterwards, late, diary, lunchtime, after, before, afternoon, evening, 8 pm, early.

Stimulus questions

- What did you do today?
- What time did this lesson start? Did you arrive early, late or at just the right time?
- What will you do after the lesson?
- How do you keep track of time? Do you have a watch or a diary? (Show examples of a watch and diary and discuss their functions.)

Pages 2–5

Not enough hours in the day!

- Time should be written in numbers in the form 11:00.

Introduction to activity 1

- Discuss the pictures. Use the time vocabulary 'before' and 'after'. Ensure learners understand these words and can sequence a series of simple events.
- Discuss the sequence learners go through when they brush their teeth.

Activity 1

- Working Individually, learners draw or write what they did today in time order. Discuss learners' different sequences. Were there any common features among the sequences?

Activity 2

- Talk about how a day can be divided into morning, afternoon, evening and night time and how this sequence happens every day.
- Discuss common features of these times, i.e. most people eat breakfast in the morning, lunch or dinner at midday, then supper or tea in the evening. Ask if anyone does shift work. Do they work at night? When do they sleep and eat?
- Ask learners to complete the activity individually.

Activity 3

- Ask learners to draw or write something they do in the morning, afternoon or evening. Use these answers to assess whether learners are having difficulty with sequencing or vocabulary.
- Learners may prefer to draw pictures on paper.

Activity 4

- Discuss the 12-hour clock. Use a clock marked from 1 to 12 to show how each number represents one hour.
- Use a clock with moveable hands if appropriate. Show the smaller hand pointing to each number in turn, with the big hand pointing to 12. Say each o'clock.
- Discuss the fact that times are repeated twice in one day, morning and evening.
- Working individually, learners write morning, afternoon or evening for the times shown in the pictures.

Activity 5

- Discuss the time plan as a group, its usefulness if many things are happening in one day and the way it is ordered.
- Discuss the questions in pairs or as a class. Then ask learners to fill in the answers.
- Individually, ask learners to make up their own time plan for the day, either today or tomorrow. Discuss these together.

LINKS: H1, E1, M1

Pages 6–11

Only seven days in a week!

Introduction to activity 6

- Discuss days of the week. What day it is today? Do learners know what day of the week they were born on? Do they have a favourite day? Which days do they work/not work? Look at how the week is a cycle of seven days and identify the weekdays and weekend days.

- Show a copy of a weekly diary. What information does it hold? How much space is allocated for each day? Can you see a whole week on a double-page spread, two weeks or just one day? Does it break down the days into hours, or morning and afternoon?

Activity 6

- Working individually or in pairs, learners fill in the answers to the questions about the days of the week.
- Some learners would benefit from cue cards of the days of the week (Saturday and Sunday could be in different colour).

Activity 7

- Discuss the vocabulary 'today', 'yesterday' and 'tomorrow'.
- In one week's time – how many days is this? Be aware that some may think of five days in a week.
- Working in pairs, learners discuss and write the answers to the questions.
- Cue cards would be useful to some learners.

Activity 8

- In some jobs, work sheets are used to keep track of the hours and days shift workers do. Do any of the learners have experience of filling in work or time sheets? How do they keep track of hours worked?
- Look at and discuss the work sheet. How has the day been divided?
- Work through the first example.
- Use the clock face to work through the second example.
- Working individually or in pairs, learners answer the questions based on the work sheet.
- A clock may be useful for some learners.

Activity 9

- Provide some TV guides or ask learners to bring some in, enough to work in pairs. Look through the guides, discussing the programme times and days. Look at the layout. Are all guides the same? What are the similarities?

- Be sensitive that not all programmes start on the hour and some learners may have difficulties with times.
- Go through the questions as a group. Look for any problems. Be sensitive to reading difficulties or sight problems. If necessary, read out the questions. The answer to question 5 can be a programme on Saturday, Sunday or both.

Activity 10

- Have the learners heard of soap operas? Do they watch any? What are their favourites?
- Ask learners to look through the guides in pairs and answer the questions about the TV Soaps.
- Encourage use of evening for question 2 (part of day).

Activity 11

- As a class, discuss learners' ideal week's viewing on television. Would it be all sport? Films? Soaps? Or a mixture?
- Using a simple structure, ask learners, working individually or in pairs, to write out their ideal TV viewing for three days. Assess for understanding of days of the week and times.

Introduction to activity 12

- Call out a day of the week and ask learners to tell you the following day or the next two days. Repeat with different days of the week. Assess learners' knowledge of the sequence of days.
- Be aware that some learners may be reluctant to answer questions in front of their peers.

Activity 12

- Discuss that we can now fairly accurately forecast the weather for the next five days. Look at the weather symbols and discuss their meaning. Find the local weather forecast in a newspaper.
- Working individually, learners answer the questions on the forecast. Answers can be written or drawn.
- Some learners may find cue cards of the days of the week useful.

Activity 13

- Discuss how and why we use abbreviations. Some names become abbreviated, e.g. Sue for Susan, Mike for Michael. Look at the abbreviations for the days of the week.
- Short forms could be added to the days of the week cue cards.
- Working individually, learners match each day of the week to its abbreviated form.

Activity 14

- Discuss shops' opening times. Some shops are open for longer hours than others; some do not open on Sundays. Usually shops display their opening hours on the door or window. Look at the different shop signs on the page. Discuss these as a group, but remember that only the hours are required at Entry 1.
- Working individually or in pairs, learners answer questions on opening times.

LINKS: H2, E2, M2

Page 12

The four seasons

Introduction to activity 15

- Discuss the different seasons. Talk about various festivals. In which seasons do they normally occur? Examples include Divali (Autumn), Chinese New Year (winter) and Easter (spring). Be aware of differences, e.g. Christmas occurs in winter in Britain but in summer in Australia.
- Talk about the term times, autumn, spring and summer, holiday times, summer and spring breaks. Which season is it now? Which one will follow?
- Some learners would find cue cards of the seasons useful.

Activity 15

- Working individually, learners draw pictures to remind them of the order of the four seasons, e.g. a tree growing, then losing its leaves etc.
- Ask learners to draw in arrows to show the order of the seasons.

LINKS: H3

Pages 13 and 14

Help

H1

- Go through the words with learners, ensuring understanding.
- Read through the times with learners and ask them to draw pictures or write what they might do at the given times.

H2

- Ask learners to fill in the missing days and times on the work sheet. Write the days of the week on the board to help with spelling and order. Have a number line or clock available to help with ordering numbers.
- Cue cards would be beneficial for some learners.
- Look through the work sheet and count the shifts each worker does. Point out the colour coding to help. Which times are in the morning? Who has the most morning shifts?

H3

- Look at the pictures. Learners write the seasons below each. Write the seasons on the board to help with spelling. Ask learners to draw in arrows to show the order of the seasons.

Page 15

Extension

↑ E1

- Read through the questions together to ensure understanding.

↑ E2

- Learners make up a work sheet like the ones in this unit. They should include days of the weeks and times for two shifts. Help learners to lay out the worksheet systematically, leaving enough space for workers' names.
- Some learners will need step-by-step support to complete this activity.

Page 16

Mini-projects

M1

- Learners make a daily plan like the one on page 5 of the learner's material. Learners write or make notes or drawings on the plan to remind them of appointments etc.

M2

- Learners make a book diary to record events happening during the week. Show examples of real diaries and discuss layouts.

Pages 17 and 18

Check it

- Use these questions to assess learners' understanding of the times of the day, the order of the days of the week and the order of the seasons of the year. Display the words for times, days and seasons in the classroom for reference.
- Ask learners to indicate the areas in which they would like help.

How am I doing?

- Learners complete this individually, or with teacher support.