

Wake up, get out of bed...

Lesson plan

This lesson is based on an article which looks at the daily routine of two people – a mother and a commuter. A stress expert assesses their stress levels and gives advice on how they could improve their daily lives. This provides the context for SS to learn/review telling the time and describing their own day using the simple present.

Optional lead-in (books closed)

- Review numbers. Have SS count around the class by 5s, i.e., 5, 10, 15, up to 60.
- If you have a teaching clock, you could use this to teach SS the time before going to the **Grammar Bank** in 1.

1 GRAMMAR telling the time

- a • Focus on the question and elicit answers. SS will probably be able to say the time their class starts/finishes “digitally” (e.g., *seven thirty*, etc.) and may also know how to say it in “non-digital” time (e.g., *half past seven* and *nine o'clock*).
- b • Tell SS to go to **Grammar Bank 3B** on page 126. Go through the rules with the class. Model and drill the example sentences.

Grammar notes

- When answering the question *What time is it?* you can leave out *It's* (e.g., *It's seven or Seven*).
- With *quarter after/to*, some people say **a quarter after/to**, but it is optional.
- To say the time when the minutes are not a multiple of five, add the word *minutes*, e.g., *It's three minutes after one* NOT *It's three after one*.
- SS may like to know that the *o'* in *o'clock* comes from the old way of saying the time, e.g., *It's six of the clock*.

- Focus on the exercise for **3B** on page 127. SS do the exercises individually or in pairs. Check answers.

1 b 2 d 3 h 4 f 5 a 6 c 7 e

- c • Put SS in pairs, A and B, and get them to sit face to face if possible. Then tell them to go to **Communication What time is it?** A on page 108, B on page 111.
- Go through the instructions with them, and drill the question *What time is it?*
- At the end of the activity have SS compare their clocks to check that they've drawn the times in correctly.
- Tell SS to go back to the main lesson on page 30.

d 3.5

- Tell SS they're going to hear a woman named Vicky getting up and going to work in the morning.
- Play the recording. SS listen and write down the seven times they hear. Play the recording again, pausing after each part to give SS time to write. Let SS compare answers, and repeat the recording if necessary.
- Check answers. Get SS to say the times. Ask what her job is (She's a TV newsreader/presenter).

2 7:15 (quarter after seven / seven fifteen)
 3 7:25 (twenty-five after seven / seven twenty-five)
 4 7:30 (half past seven / seven thirty)
 5 7:45 (quarter to eight / seven forty-five)
 6 7:55 (five to eight / seven fifty-five)
 7 8:00 (eight o'clock)

3.5

CD1 Track 63

(audioscript in Student Book on page 115)

H = husband, V = Vicky, D = DJ, T = taxi driver, A = assistant, M = man

- 1 H Vicky, it's **seven o'clock**. Wake up.
 2 H Vicky, wake up!
 V Oh no! It's **seven fifteen!** I'm late again.
 3 D This is Dave Martin on *Breakfast Special* and the time now on WKZB is **seven twenty-five**.
 V Oh where's my bag?
 4 V Taxi! Do you know what time it is?
 T Yes, miss. It's **seven thirty**.
 V Seven thirty! Oh no, I'm late. Please hurry!
 5 V A cappuccino, please.
 A Here you are. That's \$1.80.
 V Oh no, is that clock right?
 A Yes, it's **quarter to eight**.
 V Help!
 A Careful with your coffee.
 6 M Hurry up, Vicky, you're late. It's **five to eight**.
 7 V Good morning. It's **eight o'clock** and this is Vicky McGuire with the news on CTV.

2 VOCABULARY daily routine

- a • Focus on the pictures. Tell SS that they show Vicky on a typical morning (i.e., when she's not late/stressed).
- Give SS a minute or two to match the phrases and pictures. Check answers. Model and drill pronunciation. Make sure SS are clear about the difference between *wake up* (= open your eyes) and *get up* (= get out of bed).

1 wake up 4 get dressed
 2 get up 5 have breakfast
 3 take a shower 6 go to work

- b • SS use the pictures in **a** to describe Vicky's morning.

She wakes up at 7:00. She gets up. She takes a shower. She gets dressed. She has breakfast. She goes to work.