Elementary English Conversation Class  
Literacy NJ, Mercer County Programs

Week 2 – Time, Clocks, and Daily Activities

Objectives for Week 2 – Students will:
- study vocabulary relating to clocks, including cardinal numbers from 1 to 60
- read analog and digital clocks
- say the time
- discuss daily activities
- use plural nominative pronouns
- use the present continuous tense

Lesson 2.1 – Time and Clocks

Recommended Materials for Lesson 2.1
- extra copies of the review sheet from Lesson 1.2
- whiteboard (with markers) or blackboard (with chalk), and eraser
- nametags, name tents, or equivalent, and markers
- an individual piece of paper for each student, each paper with some number between 1 and 60
- an analog clock (real or toy) with movable hour and minute hands
- a watch
- pictures of analog and digital clocks set at different times
- several pictures of day and night; morning, afternoon, evening, and night; noon and midnight
- paper and extra pens for student use
- copies of the Lesson 2.1 review sheet

To reduce the need to write long displays on the board, consider preparing “posters” (on newsprint paper) in advance.

Sample pictures of analog and digital clocks; day and night; morning, afternoon, evening, and night; and noon and midnight appear at the end of the lessons for this week.

Once again, remind the students about keeping a notebook of new words and sentences.

Activity #1 – Review

1. Greet the students. Make sure that everyone has a copy of the review sheet from Lesson 1.2. Demonstrate the dialog on the review sheet, doing both parts A and B. Then ask several pairs of students to enact the dialog.
2. Review the bottom section of the review sheet. Model the answers to: “My name is [name]. I am from [home country]. I live in [town]. Call on students to do the same.

Divide the class into pairs. Direct attention to the bottom of the review sheet (Where do you live? What is your address?). One student in the pair should ask the first question (house number), and the other student should answer and ask the next question. The students will alternate answers among the questions. Demonstrate the sequence with a student. Circulate to listen to the pairs.

Activity #2 – Analog clocks, cardinal numbers

Use pieces of paper with various numbers between one and sixty, one piece of paper for each student. Use a real or toy clock with movable hands.

Write the word “numbers” on the board and list numbers from 1 to 60. Leave extra room next each number and below the list of numbers. As you go through the steps in this activity, you may need to erase some work to make more room.

1. Say “Let’s talk about time” and show an analog clock (real or toy) with movable hour and minute hands. Say “This is a clock.” Also show your watch and say “This is a watch.” Repeat.

2. Then say and write “hours,” and count the numbers from 1 to 12 on the clock, first alone and then gesture to the students to repeat with you.

3. Showing a clock set at 1:00, say and write “What time is it? It is one o’clock. It is 1:00.” Point to the words on the board and repeat to indicate the two ways of writing the same time.

4. Review numbers from one to twelve. Then, setting the clock at different times on an exact hour (e.g., 5:00, 3:00, 8:00, etc.), ask “What time is it?” with the students answering each time.

5. Say and write the word “minutes.” Pointing to the minute places on the clock, write and say “60 minutes = 1 hour.”
6. Students will need to learn numbers up to 59 to read minutes on an analog display. Pointing to the numbers on the board, gesture to ask the class to read them with you. Numbers from 1 to 20 were in the lesson from Week 1, so students may hesitate as you reach higher numbers. Write the words **twenty-one, thirty, forty, fifty, and sixty** (and a few other examples) next to the appropriate numbers. Say these numbers again.

7. Write “**What is this number?**” on the board. Pointing to a different number on the list each time, give each student a turn to answer.

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**Activity #3** – Reading analog clocks

1. Point to and explain the hour and minute hands, counting the 12 hours and the 59 minutes on the face of the clock. Show the clock at five different times. Say and write “**What time is it?**” Point to the hour hand and the minute hand, and say “**It is [time].**” Write the time (e.g., 3:05, 5:15, 8:36, etc.) on the board. Explain how we say a time (such as 3:05) that contains a zero.

2. Set the clock at five additional times, and ask the class “**What time is it?**” Write each time on the board and repeat. If there is an analog clock in the room, point to it and ask “**What time is it now?**” and write the time on the board.

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*Divide the class into pairs or small groups. Give each student a piece of paper with a number between 1 and 60. Each student will ask the other student(s) in the group “**What is this number?**” Circulate among the groups to confirm that students are responding. If more practice is needed, move the papers from one pair or group to another, and repeat.*

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*Say “Now, you say it.” Divide the class into pairs or small groups. Give each student a piece of paper with a number between 1 and 60. Each student will ask the other student(s) in the group “**What is this number?**” Circulate among the groups to confirm that students are responding. If more practice is needed, move the papers from one pair or group to another, and repeat.*

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*Divide the class into two teams. Give one team the analog clock with movable hands. The team will set the clock and ask the other team “**What time is it?**” Demonstrate the first time. After the first team asks the question three times, move the clock to the other team and repeat. If more practice is needed, move the clock back to the first team and repeat three more turns with each team. (If you wish, you can keep score and declare a winner.) Congratulate both teams.*
**Activity #4** – Reading digital clocks

Resetting digital clocks to different times can be cumbersome, but drawing them is easy. You can draw them or use the pictures of digital displays that appear at the end of the lessons for this week.

Leave the list of numbers. Erase the rest.

1. Draw or show pictures of digital clocks set at different times. Say “**What time is it? It is [time]**.” Use at least three examples.

Resume the team exercise with a digital clock. Give each team three pictures of digital clocks set at different times. Proceed as previously.

**Activity #5** – Additional ways of talking about time

Erase the board.

Sample pictures for words in this activity appear at the end of the lessons for this week.

1. Using pictures, say and write the words “**day**” and “**night**.”

2. Repeat to introduce additional words for different times of day: **morning, afternoon, and evening**. Write and say each word. Then show a picture for each word (e.g., waking up, going to the beach, eating dinner, sleeping, etc.). Using another picture for each word, ask for each picture “**Is it morning, afternoon, evening, or night?**”

3. Display a clock at 12:00 and say “**Twelve o’clock**.” Write and say “**noon**,” and show a picture. Write and say “**midnight**,” and show a picture.
**Activity #6 – Dialog**

1. Say and write this dialog on the board.

   **Dialog**

   A. Excuse me. What time is it please?
   B. It is ____________.
   A. Thank you.

   *Divide the class into pairs. Give each student a picture of an analog or digital clock. Using the time on the clock, the students take turns saying the dialog. Rotate the pictures among the pairs so that all pairs use both analog and digital displays.*

**Activity #7 – Review and conclusion**

1. Distribute and discuss the review handout for this lesson. Remind the students to read, study, and practice!

2. Review any other important words or expressions introduced in this lesson.

3. Say “Goodbye” and “See you on [day of next class].”
Week 2, Lesson 2.1
Review of Time and Clocks

Important vocabulary about time

<table>
<thead>
<tr>
<th>afternoon</th>
<th>clock</th>
<th>day</th>
<th>evening</th>
<th>hours</th>
<th>midnight</th>
<th>minutes</th>
<th>morning</th>
<th>night</th>
<th>noon</th>
<th>watch</th>
</tr>
</thead>
</table>

Numbers

1 one 11 eleven 21 twenty-one 31 thirty-one 41 forty-one 51 fifty-one
2 two 12 twelve 22 twenty-two 32 thirty-two 42 forty-two 52 fifty-two
3 three 13 thirteen 23 twenty-three 33 thirty-three 43 forty-three 53 fifty-three
4 four 14 fourteen 24 twenty-four 34 thirty-four 44 forty-four 54 fifty-four
5 five 15 fifteen 25 twenty-five 35 thirty-five 45 forty-five 55 fifty-five
6 six 16 sixteen 26 twenty-six 36 thirty-six 46 forty-six 56 fifty-six
7 seven 17 seventeen 27 twenty-seven 37 thirty-seven 47 forty-seven 57 fifty-seven
8 eight 18 eighteen 28 twenty-eight 38 thirty-eight 48 forty-eight 58 fifty-eight
9 nine 19 nineteen 29 twenty-nine 39 thirty-nine 49 forty-nine 59 fifty-nine
10 ten 20 twenty 30 thirty 40 forty 50 fifty 60 sixty

What time is it?

It is one o'clock. It's 1:00.
It is 10:10.
What time is it?
What time is it?

Dialog

A. Excuse me. What time is it please?
B. It is ______.
A. Thank you.
Lesson 2.2 – Using Clocks in Daily Activities

Recommended Materials for Lesson 2.2

- extra copies of the review sheet from Lesson 2.1
- whiteboard (with markers) or blackboard (with chalk), and eraser
- nametags, name tents, or equivalent, and markers
- an analog clock (real or toy) that can be set at different times
- pictures of analog and digital clocks set at different times
- pictures of daily activities (waking up, eating breakfast, etc.)
- paper and extra pens for student use
- copies of the Lesson 2.2 review sheet

To reduce the need to write long displays on the board, consider preparing “posters” (on newsprint paper) in advance. Sample pictures of clocks and daily activities appear at the end of the lessons for this week.

By this time, students should have notebooks to record new words and model sentences, but place a back-up supply of paper and pens in a visible place.

Activity #1 – Review

1. Greet the students. Make sure that everyone has a copy of the review sheet from Lesson 2.1. Referring to the third clock in the middle of the page, ask a student “What time is it?” Ask the student to write the answer on the board. If it is not correct, ask another to come to the board to fix it. (Continue if it is still not correct.) Follow the same procedure with the fourth clock. If students seem to need more practice, use the analog clock to review and then repeat with additional examples.

Divide the class into pairs. Student A should say a time and Student B should draw a picture of a digital clock with that time. Students should switch sides and repeat for several rounds.
Activity #2 – Using am and pm

1. Using pictures, review noon and midnight. Use clock settings to explain am and pm. Say “Midnight is 12:00 am. Noon is 12:00 pm.” Explain that this information can be written in different ways (e.g., 12:00 am or 12:00 A.M.). With gestures or pictures for sleeping, explain that times after midnight are am (e.g., 1:00 am, 3:35 A.M., etc.). Use “awake” gestures or pictures for times after noon (e.g., 1:00 pm, 3:35 P.M., etc.).

2. Refer to your watch or a clock in the room for the current time. Say and write “It is now [time].” Ask “Is it [time] am or [time] pm now?” When you have the correct answer, add am or pm to the sentence on the board.

3. Optional: If you think that students are ready, ask a student “What time is it now in [student’s country]?” The student should answer, “It is now [time with am or pm] in [country].” Write the sentence on the board. Continue with other students, changing the time and country in the sentence on the board.

Activity #3 – Hearing, saying, writing, and telling the time with daily activities

1. Show a picture of a person waking up, and say and write “What is she doing now?” Then write “She is waking up now” under the question.

2. Say “I wake up at [time] am.” Write “What time do you wake up?” and ask a student this question. You may have to repeat “I wake up at [time] am” and “What time do you wake up?” Write “[name] wakes up at ________ am,” and ask a second student to come to the board to fill in the blank with the time that the previous student wakes up. Then ask a third student to set that same time on the analog clock.

3. Repeat the sequence by asking another student “What time do you wake up?” etc. Erase the previous student’s name and time, and write in the new entries, leaving a blank for the next student to fill in. The board should look like this:
What is she doing now?
She is waking up now. What time do you wake up? [name] wakes up at _______ am.

Leave space on the board to add more activities to the list.

4. Show another picture, such as getting dressed. Point to the picture and say “What is he doing now?” Write and say “He is getting dressed now.” Say “I get dressed at [time] am.” Continue as above, asking a student “What time do you get dressed?” Repeat and write “[name] gets dressed at ______ am,” ask another student to come to the board to fill in the blank, and ask different student to set that time on the clock. Ask another student “What time do you get dressed?” and repeat.

5. Continue with other pictures of common activities such as eating breakfast, shopping, cooking, washing dishes, watching TV, and going to bed. Everyone should have at least one turn.

6. Read the whole list with the class. The board should look like this (notice he or she in the initial question):

   What is he or she doing now?
   She is waking up now. What time do you wake up? [name] wakes up at _______.
   He is getting dressed now. What time do you get dressed? [name] gets dressed at _______.
   He is eating breakfast now. What time do you eat breakfast? [name] eats breakfast at _______.
   He is going shopping now. What time do you go shopping? [name] goes shopping at _______.
   She is cooking now. What time do you cook? [name] cooks at _______.
   She is washing dishes now. What time do you wash dishes? [name] washes dishes at _______.
   He is watching TV now. What time do you watch TV? [name] watches TV at _______.
   He is going to bed now. What time do you go to bed? [name] goes to bed at _______.

Don’t erase the board. Divide the class into two teams. Give each team a picture of one of the activities. A student in the first team should show the second team the picture and ask “What is he (or she) doing?” The second team should answer appropriately with the correct activity, correct use of he or she, and full sentences. If needed, prompt the team to make corrections. After you approve, that team should show their picture and the first team will respond. Continue until you use all the pictures. (If you wish, you can declare a winner, based on accuracy of answers.) Congratulate both teams.
Activity #4 – What are you doing now?

Erase the board.

1. Using the pictures, review the verbs. Write “What are you doing now?” Use gestures to read:
   - I am waking up now
   - You are waking up now
   - He or she is waking up now
   - We are waking up now
   - You are waking up now
   - They are waking up now

   Erase waking up, and repeat with I am getting dressed now. For the remaining activities, erase the previous verb and prompt students to conjugate the next one with you. Go through the list of activities to reinforce the vocabulary and conjugation.

2. Ask “What am I doing now?” Point to yourself and answer “I am speaking English now.” Ask each student “What are you doing now?” and prompt each student to answer “I am speaking English now.” Pointing to each pronoun and gesturing, say “you are speaking English now,” “he is speaking English now,” “we are speaking English now,” etc.

Activity #5 – What are you doing now?

1. Write and demonstrate this phone dialog. Proceed as with previous dialogs. Note that this dialog appears on the review sheet for this lesson.

Phone dialog
   A. Hi, ___________. This is ___________. What are you doing now?
   B. I am cooking now. What are you doing?
      A. I am shopping.
      B. What time do you cook dinner?
         A. I cook dinner at 5:00 pm. We eat at 6:30, and we watch TV at 8:00.
         B. What time do you go to bed?
            A. We go to bed at 11:00 pm? What time do you go to bed?
            B. I go to bed at __________.

Divide the class into pairs. Demonstrate the dialog enacting both A and B. Each student in the pair should have a chance to be A and B in the dialog.
Activity #6 – Review and conclusion

1. Distribute and discuss the review handout for this lesson. Remind the students to read, study, and practice!
2. Review any other important words or expressions introduced in this lesson.
3. Say “Goodbye” and “See you on [day of next class].”
What are you doing now?

I am **waking up** now.
You are **getting dressed** now.
He is **eating** breakfast now.
We are **going shopping** now.
You are **cooking** now.

They are **washing** dishes now.
I am **watching** TV now.
We are **going** to bed now.
He is **speaking** English now.
She is **listening** now.

Phone dialog

A. Hi, ___________. This is ___________. What are you doing now?
B. I am cooking now. What are you doing?

A. I am shopping.
B. What time do you cook dinner?
A. I cook dinner at 5:00 pm. We eat at 6:30, and we watch TV at 8:00.
B. What time do you go to bed?
A. We go to bed at 11:00 pm? What time do you go to bed?
B. I go to bed at ___________.

What time?

I **wake up** at 6:20 am.
You **get dressed** at 7:00 am.
He **eats** breakfast at 7:30 am.
We **go shopping** at ___________.

She **cooks** at _________.
They **wash** dishes at _________.
I **watch** TV at _________.
She **goes** to bed at _________.
Sample Pictures for Week 2
Print and cut into individual pictures to accompany the lessons.

Analog Clocks
Digital Clocks
Day and Night

Morning, Afternoon, Evening, Night

Noon and Midnight
Noon
Midnight
Morning, Afternoon, Evening, Night Pictures

Morning
Afternoon
Evening
Night

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Created by Phyllis Frakt and Catherine Mitch

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Daily Activities