

Unit 2 Overview

Unit objective: talk about time and daily habits

Vocabulary: *second, minute, hour, morning, afternoon, evening, get up, have breakfast, go to school, have lunch, have dinner, go to sleep*

Grammar: *What time is it?, It's ... o'clock., I ... at ... o'clock.*

Phonics: sound /aɪ/

Value: Punctuality – Don't be late!

Cross-curricular focus:
Social studies – Traditional German food

Country focus: Germany

Overview materials:
world map or globe; realia representative of Germany (e.g. cuckoo clock or frankfurters); pictures of famous places, people, or events in Germany

Short lesson option: b & c



Culture Connection

- Cuckoo clocks originate from the Black Forest region in southwest Germany. A cuckoo clock strikes the hours with pipes that imitate the call of a cuckoo.
- German people traditionally eat a lot of *wurst* (sausages). They are a typical German food and there are over 1,500 varieties.

a Warmer

Point to Germany on the world map/globe. Ask the children to guess the country. Confirm or tell them that next they are going to explore Germany. Use the realia or pictures you brought to generate interest and find out what the children already know about Germany. Ask questions, e.g. *What continent is Germany in? What is Germany famous for? Do you know any German food?*

b Picture activity

Ask a child to read Niki's speech bubble. Then read Bubba's speech bubble yourself, and point to the clocks in the picture. Explain that they are called *cuckoo clocks* and that they are typical in Germany. Talk about the clocks with the children. Ask if they have ever seen one before, and if they like or dislike them. Ask questions to review colors and numbers, e.g. *How many cuckoo clocks can you see? What animals can you see? Can you see any flowers?*

c Visual literacy: Listen and Do

This feature develops visual literacy by allowing the children to use their prior knowledge to interpret the picture.



CD 1, Track 9 Tell the children to listen carefully and play the CD a couple of times. Tell them to count how many times the clock chimes. In pairs, the children find the clock in the picture. Invite a pair to say how many times the clock chimed, and to point to the clock in the picture. Ask the rest of the children to agree or disagree.

Answer: the clock showing two o'clock.

d Wrap up

Ask the children to draw a German cuckoo clock in their notebook and make it as imaginative as possible. Display the drawings around the classroom.

Picture activities for Unit 2

Lesson 2, after Activity 2

Ask the children to tell you what o'clock times they can see on the clocks in the unit opener picture.

Lesson 5, after Activity 1

Have the children draw a clock like the ones in the unit opener picture. They can choose what time the clock says and write it.

Lesson 7, after Think Twice

Ask them when Gunther normally eats cake (the afternoon and the evening). In pairs, the children look at the unit opener picture and find the clocks that show "cake time."

Learning objective: learn about concepts of time

New vocabulary: *second, minute, hour, morning, afternoon, evening, watch*

Materials: clock, digital watch, analog watch (optional), three index cards with clocks showing different times

Warmer

Use the real clock and watch, or draw them on the board. Elicit *clock* and teach *watch*. Ask *Why do we use clocks and watches?* (to tell the time, to be on time)

1



CD 1, Track 10 Play the CD. Ask the children to listen and point to the corresponding pictures. Play the CD again. Pause for the children to repeat. Explain the difference between *morning* (sunrise – noon), *afternoon* (noon – 4:00) and *evening* (5:00 – until sunset). Also explain the meaning and difference between *second*, *minute*, and *hour*.

Blended Teaching Tip

Display the Interactive Student's Book page on the Interactive Classroom DVD-ROM and use the text box tool to hide the words underneath the pictures in the first activity. Click on the audio symbol for the children to listen and repeat. Then invite children to point to the pictures on the interactive page for the class to say the word. Repeat several times as a fun way to learn new words.

2



CD 1, Track 11 Ask children to read the options. Play the CD. Pause after each number and have the children circle. In pairs, the children compare answers. Check answers orally in class.

Audioscript and answers: 1 15 seconds
2 7 minutes 3 5 hours

Unit 2 Lesson 1

Vocabulary

1 Listen, point, and say.

1 second

2 minute

3 hour

4 morning

5 afternoon

6 evening

2 Listen and circle.

1 15 minutes / 15 seconds

2 7 minutes / 7 hours

3 5 seconds / 5 hours

3 Look, write, and act.

1 Good

2 Good

3 Good

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Activity extender

Put up the three index cards around the classroom. Say and mime *get up*, *go to school*, *go to sleep*. Have the children stand next to the corresponding clocks.

3



In pairs, the children look at the pictures and write the missing words. Then have them take turns acting out and saying *good morning/afternoon/evening*. Invite pairs to act out for the class.

Answers: 1 morning 2 afternoon 3 evening



Competency development: Learn

In this activity, the children **apply their new knowledge** in order to label the pictures. Then by acting out the situations they demonstrate their understanding of the concepts of time.

Wrap up

Play the "Whisper game." Whisper one of the lesson's words to a child. Ask him/her to whisper it quickly to the next child, and so on. Have the last child call out the word. Check if the called-out word is the same as the first one.

Learning objective: learn to ask and tell the time

New grammar: *What time is it? It's ... o'clock.*

Vocabulary review: *good morning*

Materials: a real or paper clock (optional), Language File template 2, round head fastener for each child (optional), two different colored balls

Warmer

Hold up the clock or draw it on the board. Have the children say *clock*. Set different times on the clock. Use only "o'clock" times. Ask children to tell you what time of day it might be (*morning, afternoon, or evening*).

- 1** **CD 1, Track 12** Review *clock* and *watch* by asking the children to point to them in the pictures. Play the CD. Have the children listen and read. Play the CD again. Have the children listen and repeat. Draw attention to the Grammar box. Explain that when we want to know the time, we ask *What time is it?* and we answer *It's ... o'clock*. In pairs, the children read the dialog.

Activity extender

Have children stand up and prompt them to ask *What time is it?* If you answer *It's (four) o'clock in the morning*, they take four steps forward. For *It's (four) o'clock in the evening*, they take four steps backward. Children who make a mistake in steps or direction have to sit down. The last child standing wins.

- 2** **CD 1, Track 13** Point to the clocks. Play the CD. Pause after each dialog for the children to draw the times. In pairs, the children compare answers. Play the CD again. Have the children write the times. Write the answers on the board. Draw attention to the apostrophe in *o'clock*.

Audioscript and answers: 1 *What time is it? It's two o'clock.* 2 *What time is it? It's nine o'clock.*

You can now go back to the unit opener (Teacher's Edition p.31, Student's Book p.15) and do the additional picture activity for this lesson.

Unit 2
Lesson 2
Grammar
What time is it?
It's eight o'clock.

1 Listen, read, and say.

2 Listen, draw, and write.

1 What time _____? 2 What _____ is it?
It's _____

3 Make a clock. Ask and answer.

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- 3** Distribute the Language File template and a round head fastener to each child or give them a piece of paper to draw a clock on. Have them cut out the clock and hands and make a hole in the middle. Help them attach the hands with the fastener. Read the dialog with a child. In pairs, the children ask and answer about different times on their clocks. Keep the clocks for future activities.

Lesson extender

Have the children stand in a circle. Mark a time on a clock. Throw two balls to two different children. Have one child with a ball ask *What time is it?* and the other answer *It's ... o'clock*. Repeat several times.

Wrap up

Have the children stand up. Name times and have them move their hands, as if they were clocks, to the correct positions.

Learning objectives: identify the sound /aɪ/; practice it through a chant

New phonics sound: /aɪ/

New vocabulary: *dime*, *line*

Materials: US dimes (ten-cent coins) (optional)

Warmer

Preteach *dime*. Explain that ten dimes make one US dollar. A dime is ten cents. Use the dimes if you have them. Then preteach *line*. Put the coins in a line, or draw them in a line on the board. Put other classroom objects in lines or have the children stand in line. Exaggerate the /aɪ/ sound in *dime* and *line*, and have the children repeat.

- 1** **CD 1, Track 14** Play the CD. Have the children listen and point to the picture. Play the CD again and have children chant along. Have them exaggerate the /aɪ/ sound and pose like the boy in the picture.

- 2** **CD 1, Track 15** Point to the word endings. Play the CD. Pause after each word for the children to repeat. Have the children draw lines from the word endings to the corresponding words. Make sure the children understand that a line can be straight or squiggly.

Answers: -ime: time, dime; -ine: nine, line

Activity extender

In pairs, the children practice pronouncing the words: one child points to a picture and the other says the word. Make sure they change roles.

- 3** Ask the children to look at the pictures. Have them unscramble and write the words. Have children say the answers. Write them on the board.

Answers: line, time, nine, dime



Competency development: Think

In this activity, the children **process their newly acquired knowledge** to complete the task. Help them to consolidate the spelling-sound association by asking them to exaggerate the /aɪ/ sound in their answers.

Unit 2 Lesson 3 Sounds Great!

1 Listen and chant.

Nine dimes in a line.
Look! One more dime.
One more time!

2 Listen and say.

ime ine

3 Look and write the letters in order.

1 time 2 dime 3 nine 4 line

1 neil 2 tmie 3 ienn 4 eidm

4 Read the chant and underline ime and ine.

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- 4** Have the children read the chant again and underline the letters *ime* and *ine* in different colors in their book. Invite children to write the words on the board.

Answers: Nine, dimes, line, dime, time



Competency development: Learn

In this activity, the children identify the sound studied in the lesson and recognize it in different words to **demonstrate previously acquired understanding**. Using a different color to underline the letters will help them to remember the sound/spelling combinations.

Lesson extender

Write *time* and *line* in two columns on the board. Have the children copy them into their notebook. Dictate *mine*, *lime*, *mime*, *nine*. Have the children write the words under the correct columns. Invite different children to write answers on the board (*time*: *lime*, *mime* and *line*: *mine*, *nine*).

Wrap up

Say words with the /eɪ/ sound (Unit 1, Lesson 3) and words from this lesson with the /aɪ/ sound. Have the children stand up if the word is /eɪ/ and sit down if the word is /aɪ/. Repeat many times and increase the rhythm gradually.

Learning objectives: read a story about being late; explore the value of punctuality

New vocabulary: *be late, swimming trip, time to go, be on time*

Warmer

Write *School Trip* in the middle of the board. Create a web diagram on the board of places where the children have been on school trips. Explain what a *swimming trip* is.

- 1** **CD 1, Track 16** Hold up your book and ask the children to guess what the story will be about. Play the CD and have the children listen and read the story. Point to the pictures one by one and ask children to explain the scenes. Ask questions: *Is Ted on time in picture 1? (No, he isn't.) Is Ted on time in picture 3? (Yes, he is.)*

Blended Teaching Tip

Open the Grammar Presentation for the lesson on the Interactive Classroom DVD-ROM. Ask the children to read the sample sentences for telling the time chorally. In pairs, the children focus on the sentences in the story and compare them with those in Grammar Presentation 1. Encourage them to say what similarities and differences there are between the ways of talking about the time.

Activity extender

Write the sentences from the story in scrambled order on the board. In groups, the children order the sentences with their book closed. Allow the groups to check their answers in the book when they have finished.

- 2** Have the children read the story again. Read aloud the two values and check understanding. Ask the children to think about the story and decide which box to check. Invite children to say which box they checked and why they chose it (L1). If any children chose "Look at the time," do not tell them that they are incorrect but guide a class discussion about what the important message in the story is, and why.



Talk about the value of not being too late with the children. Ask questions, e.g. *Why is it important to be on time? What activities do you need to be on time for? What can happen if you are late?* Allow the children to answer in L1 to help them better understand the importance of the value. Then ask the children to draw a picture of themselves doing something for which they are always on time.

Answer: Don't be late.

- 3** Ask the children to think about a time when they were late, and how they felt. Have them circle the happy or sad symbol in their book according to how they felt. Invite children to tell the class about when they were late and how they felt.

Competency development: Me

This activity prompts the children to think about their **responsibilities and the consequences of their behavior**. Encourage them to think about things they can do to make sure they are on time in future, e.g. get up early, prepare the things they need in advance.

To assess the children's awareness of the importance of being punctual, ask them to talk about specific situations in their own experience.

Wrap up

Write words from Units 1 and 2 backward, e.g. *enil* (line). Ask the children to call out the words correctly.


Learning objective: learn to talk about daily routines

New vocabulary: *get up, have breakfast, go to school, have lunch, have dinner, go to sleep*

Warmer

Mime and name the new actions from the lesson, e.g. *get up, have breakfast/ lunch/ dinner*. Have the children mime and name the actions after you.

- 1** **CD 1, Track 17** Play the CD. Have the children listen and point to the corresponding pictures. Play the CD again. Ask children to say the actions.

 You can now go back to the unit opener (Teacher's Edition p.31, Student's Book p.15) and do the additional picture activity for this lesson.

- 2** **CD 1, Track 18** Point to the pictures in Activity 1 for the children to name. Play the CD. Have the children listen, look at the pictures in Activity 1, and say what action comes next.

Audioscript: 1 *get up, have breakfast, go to school, have lunch* 2 *get up, have breakfast* 3 *get up, have breakfast, go to school, have lunch, have dinner* 4 *get up, have breakfast, go to school, have lunch*

Answers: 1 have lunch 2 go to school 3 go to sleep 4 have dinner

Blended Teaching Tip

Use the Interactive Poster on the Interactive Classroom DVD-ROM and ask the children to memorize as many activities as they can see. Hide the vocabulary box on the left and invite the children to call the different actions out. Reveal the vocabulary box and check understanding of each word. Then point to the activities with the highlighter tool. In pairs, the children say what time of the day they do those activities, e.g. *I get up in the morning*.



- 3** **CD 1, Track 19** Play the CD and ask the children to underline the daily routines (*get up, have breakfast, go to school, have lunch, have dinner, go to bed, go to sleep*). Play the CD again. Have children sing and act out the song.

Wrap up

Ask children to say the actions they have learned. Write them on the board. Have the children write simple sentences with the actions, e.g. *I get up at 8 o'clock in the morning*. In pairs, the children check their friend's sentences.

Learning objective: talk about what the children do at particular times

New grammar: *I ... at ... o'clock.*

Vocabulary review: daily routine verbs

Warmer

Divide the class into groups. Each group has paper and a pencil. Say three actions from Lesson 5 and write them on the board, e.g. *have lunch, get up, go to sleep*. Have the groups write sentences about the actions and when they do them, e.g. *I have breakfast in the morning*. Have the groups check each other's answers.

- 1** **CD 1, Track 20** Point to the picture and have the children say what they can see. Preteach *vampire* and *castle* by pointing to the picture, saying the words, and having the children repeat chorally. Play the CD. Have the children read. Play the CD again. Pause after each sentence for the children to repeat chorally. Have the children read the grammar box. Explain that when we want to say what time we do something at, we say, e.g. *I wake up at 7 o'clock*.

Activity extender

Have the children read aloud what the vampires are saying and encourage them to sound like a scary vampire! If possible, have them wear their coats like a cloak. Encourage children to act out being a vampire for the class. You could also invite children to be Niki and Bubba spying on the vampires.

- 2** Ask the children to read the story again. Then have them complete the sentences about themselves. Invite some children to read their answers and act them out.

Answers: Children's own answers.

Competency development: Learn

This activity allows the children to **apply new knowledge** to their own personal experience by writing about the times they do the actions. Personalizing the activity should encourage the children to say the times correctly.

Unit 2
Lesson 6
Grammar
I get up at seven o'clock.

1 Listen, read, and say.
I get up at eight o'clock ... at night!
I have lunch at two o'clock ... in the morning!
I go to sleep at ten o'clock ... in the morning!

2 Complete about you.
1 I have breakfast at _____ o'clock.
2 _____ go to school at _____.
3 _____ have dinner at _____.

3 Play the Mime Game.
I go to sleep at nine o'clock.

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- 3** Point to the picture of the boy miming being asleep, and then point to the girl and read her speech bubble aloud. Mime an action yourself, and encourage the children to guess what the action is. The first child to say correctly what time they do the action comes to the front of the class and mimes another action.

Competency development: Collaborate and Communicate

This activity requires the children **to work as a team** to identify an action through mime and then say at what time they do the action. Make sure all the children have plenty of opportunities to practice miming and answering about different actions.

Lesson extender

Divide the class into small groups, each with a pencil and paper. Have the groups write *morning*, *afternoon*, and *evening* in three columns. Call out actions for them to write in the correct columns. Check answers as a class. Then divide the class into three groups: morning, afternoon, and evening. Call out different activities, e.g. *get up*, and have the group that the activity relates to stand up, e.g. the morning group. Invite a child from that group to make a sentence, e.g. *I get up at seven in the morning*.

Wrap up

Write actions in random order on the board. Ask the children to read them. Then have them close their eyes, and erase two actions. Ask the children to look and call out the missing actions.

Learning objective: learn about a traditional cake from Germany

New vocabulary: *traditional, German, chocolate, cream, delicious*

Vocabulary review: *cake, cherries*

Grammar review: *Is it time for cake?*

Materials: poster board, pictures of traditional dishes (optional)

Warmer

Write the chant on the board and have the children chant together: 5, 4, 3, 2, 1 – *Let's have fun! Let's explore Germany!*

- 1 Have the children look at the photo of Gunther. Read the speech bubble aloud. Ask the children *What continent is Germany in? (Europe)*. Then ask *What do people traditionally eat and drink in Germany? (sausages, cabbage, pretzels, coffee, cake)*. Then have the children look at the photo of the cake and describe it. Have children read the text aloud. Ask the name of the cake (*Black Forest cake*) and when Gunther eats it (*in the afternoon and evening*). Explain that the Black Forest is also an area of mountains with forests in Germany.

Think Twice

- 1 Have the children read the sentence and possible ingredients. In pairs, the children decide which ingredients are in Black Forest cake and check the relevant boxes in their book. Check the answers as a class.
- 2 Read the question aloud. In pairs, the children take turns asking and answering the question. Invite pairs to ask and answer for the class.

Answers: 1 chocolate, cream, cherries 2 Children's own answer.

Activity extender

Ask the children for ideas of other types of cakes and their key ingredients, e.g. *chocolate, lemon, fruit*. Find out what is the favorite cake of the class.



You can now go back to the unit opener (Teacher's Edition p.31, Student's Book p.15) and do the additional picture activity for this lesson.

Stop and reflect

Reflect back on what the children have learned about Germany. Pause for ten seconds to allow them time to think. Ask questions, e.g. *Where is Germany? Which countries are Germany's neighbors? What foods do they eat in Germany? Can you name some famous German cars?* Encourage the children to use English, but if they use L1, that's fine, too.

Lesson extender

Cross-curricular focus: Social studies – Traditional German food

Brainstorm traditional foods from Germany. In small groups, the children make a collage with pictures or drawings of traditional German foods. Encourage them to write sentences about the food items.

Wrap up

Read aloud statements about the text that are true or false, e.g. *Hanover is in Canada (False)*. *The boy eats chocolate cake in the evening (True)*. Ask the children to give you a "thumbs up" if the statement is true or a "thumbs down" if it's false.

Learning objectives: focus on traditional food from their country; act out offering and accepting or politely refusing food

New vocabulary: *dessert*

Materials: food magazines/pictures of desserts

Warmer

Distribute the magazines and pictures. Name different desserts and fruit and have the children look for pictures of them. Tell them that this kind of food is a *dessert*. Ask *Which dessert do you like?*

- 1 Read Niki's speech bubble. Brainstorm the names of some desserts from the children's country, e.g. *cake*, *brownie*, *banana split*, and write them on the board. Tell the children to draw a picture of a traditional dessert from their country in the box and complete the sentence with its name. In pairs, they show each other their drawing and say what it is. Encourage them to say if they like each other's dessert or not. Invite pairs to present their drawings to the class. Ask the class if they all like the same desserts.



Competency development: Act

This activity encourages the children's awareness of **their own circumstances in a wider context**. They need to realize that the food they like or don't like is both a matter of personal taste and a reflection of the traditions and culture in their country.

To assess the children's awareness of the theme, encourage them to think about whether people in other countries eat the same kind of food by asking questions, e.g. *Do you think people in Japan eat the same kind of food as people in our country? Would you like to eat Japanese food?*

New Friends

- 1 Read aloud the conversation, including both responses. Take the part of Gunther and act out the conversation with a child, who chooses one of the responses. Explain to the children that when they are offered food, it is very important to accept or refuse politely. Ask the children to complete the dialog in their book by checking one of the responses.

Lesson 8

1 Draw, write, and say.

Mmm! Traditional chocolate cake from Germany ...
 _____ is a traditional dessert
 from my country.

New Friends

1 Complete the conversation. Choose your response.

Would you like to try
 some Black Forest cake?

Yes, please. ☐

No, thanks. ☐

2

 Act out the conversation.

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- 2 In pairs, the children act out the conversation and then change roles. Monitor and help with pronunciation and intonation as necessary. Invite pairs to act out the conversation for the class.

Activity extender

In pairs, the children act out the conversation but offer different desserts, such as the traditional ones from their country, as well as choose their own response.

Blended Teaching Tip

Ask the children what they have learned about Canada and Germany. Show the Culture Video on the Interactive Classroom DVD-ROM. Explain they will watch a video with no interruptions. Then they share what they understood or learned from the video. Play the video again to consolidate what they have learned.

Wrap up

Play a memory game. Say *I like chocolate*. Have a child repeat *I like chocolate* and add another food. The next child repeats *I like chocolate and (apples)* and adds a food. If a child forgets, start again.

Learning objective: review grammar and vocabulary from Unit 2

Vocabulary review: *have breakfast, have lunch, wake up, have dinner*

Grammar review: *It's nine o'clock. I ... at eight o'clock.*

Materials: clocks (from Lesson 2)

Warmer

Distribute the clocks the children made in Lesson 2. Name different times and have the children move the hands to mark the correct times on the clock. Invite children to the front to name a time for the rest of the class.

- 1 Ask the children to read the sentences and draw the time on the clocks. Invite two children to draw the answers on the board.

Answers: Children's own drawings of 3:00 and 8:00.

- 2 Ask children to point to the two clocks and tell you the times. Have the children complete the sentences. Check orally in class.

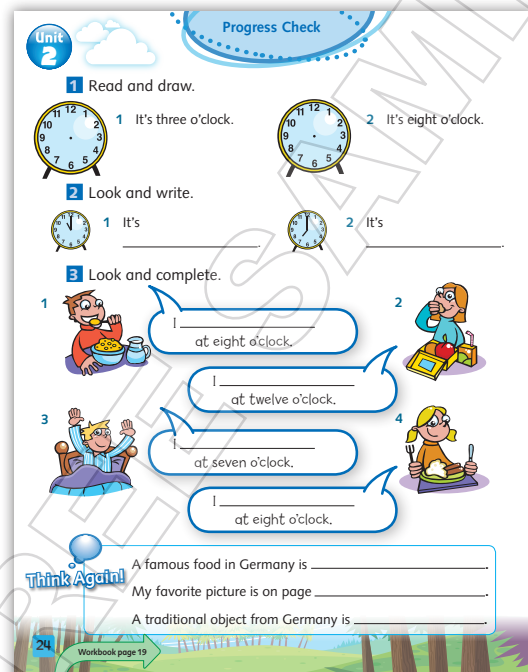
Answers: 1 eleven o'clock 2 seven o'clock

- 3 Name the actions and have the children point to the pictures. Ask the children to write the correct verbs in the speech bubbles. Have them exchange books and check answers. Ask children to read the answers aloud.

Answers: 1 have breakfast 2 have lunch
3 get up 4 have dinner

Blended Teaching Tip

Use the Interactive Poster on the Interactive Classroom DVD-ROM. Invite children to point to an item in the poster and choose another child to say the word. Correct any pronunciation mistakes. Then ask the children to write two sentences using the grammar and vocabulary learned in the unit, e.g. *I go to school at nine o'clock*. Choose children to read their sentences.



Think Again!

Read the beginnings of the three sentences and make sure the children understand them. Have them look through Unit 2 and complete the sentences in their book. Monitor and help as necessary. Invite children to share their answers with the class. Ask the children what they found interesting, what they found easy, and what they found difficult in the unit. Congratulate them on completing Unit 2.

Possible answers: Black Forest cake; children's own answer; a cuckoo clock

Wrap up

Divide the class into four teams. Mark times on a clock and have them write the times on the board digitally. The first team to write it correctly wins a point. The team with the most points wins.