

## Unit 2 &gt;&gt;&gt; Night and day

## 1

- Students have already watched the video once in class (Student's Book Exercise 5, page 21). Ask them to say what they remember about the video.
- Ask students to look at the clocks on the page and write the times on them in words.
- Review the times by inviting six students to write them on the board for the class to check their answers.

**Answers**

New York: It's twelve o'clock.

London: It's five o'clock.

Paris: It's six o'clock.

New Delhi: It's seven minutes past nine.

Tokyo: It's two minutes past one.

Los Angeles: It's five to three.

## 2

- Tell students that they are going to hear the sound but they aren't going to see the clocks on the video. Explain that they have to listen carefully for the actions and the time the people do them.
- Play the sound without them watching the video and allow students to complete the activity. Play the sound again if necessary for them to complete the clocks.
- Review the answers with the class. Invite different students to say the answers. Explain that Drew is American and that in the USA people say a *quarter after* two instead of a *quarter past* two as they do in the UK.

**Answers**

1 eight o'clock

2 quarter to six

3 eleven o'clock

4 quarter to seven

5 eight o'clock

6 quarter after two

## 3

- Ask volunteer students to read the questions out loud. Discuss ideas for the first question as a whole class.
- Put the students into pairs to discuss their answers for the questions.
- Walk around the class and monitor students while they work. Encourage them to give reasons for their answers to get them to talk as much as possible.

**Answers**

Answers will vary

## 4a

- Point to the information in the chart and explain that they are going to write the times that they do the activities.

**Extra activity**

Invite students to write two more activities they do and add them to the list in Exercise 4a.

## b

- Put the students into pairs. Ask them to guess the times their friends do the activities and write them in the chart.
- Tell them to take turns asking and answering about the times they do the different activities and make any changes to the times they didn't guess correctly.
- When they have finished, encourage them to count how many times they have that are the same and how many they have that are different.

**Extension**

For homework, ask the students to record a video about a day of habits in their life. Ask them to film themselves doing their routines and record a voice-over saying the action and what time it is. Allow them to show their films in the next class.