1D • Know it all! Measuring time

Topic
The students learn about different ways of measuring time. You could have more information ready about Stonehenge (for Student's Book Exercises 2 and 3), Big Ben (for Activity Book Exercise 1) and about the different timepieces (for the students' project).

Project work
Students find out and write in more detail about one of the ways of measuring time covered in the section.

Language
New language
build, calendar, cave, count, entrance, hour, moon, rise, sand, shadow, sky, sundial

What you need
- CD and player.

Know it all: *In the D sections, the students expand their vocabulary by looking at topics which are linked in some way with the story. The topics are also a means to involve students in English through a focus on content, allowing them to become "experts" as they learn from Professor Know It All. They then extend their knowledge by researching for a project linked with the topic of the section. You can encourage students to use encyclopedias and to draw pictures or to find the information and pictures that they need on the Internet. See also* ***A–Z: Project work*** *on page 88 and* ***Content-based language learning*** *on page 78.*

Time Travel Journal: *The students prepared their journal in the* Welcome! *unit and at the end of each unit, they complete it with words and sentences as a record of learning (see pages 5 and 6–7). As they complete it for the first time in this unit, you may like to allow class time for this so that you can make sure that everyone understands what they have to do.*

STUDENT'S BOOK pages 14 and 15

Answer key, tapescript and your notes

1a Look at these ways to measure time. Answer the questions. — 12 minutes

PURPOSE To learn about different ways of measuring time.

Allow time for the students to tell you about anything in the pictures that they recognize. They try to answer the questions alone or in pairs.

Answers
The oldest is the cave people calendar.
The cave people calendar uses the moon.
The sundial uses the sun.
The Egyptian calendar uses the stars.
The sand clock counts minutes or hours.
The Egyptian clock counts days.

1b Match the descriptions and the pictures. — 12 minutes

PURPOSE To practice reading.

Students read the descriptions and match them with the pictures, either in their books or by writing the numbers and letters in their exercise books. Encourage them to compare answers with a partner.

1c Listen to Professor Know It All. Check your answers. — 8 minutes

PURPOSE To practice listening intensively.

Students listen to the interview and check their answers.

Further practice: Activity Book Exercise 1.

Tapescript
Int = *Interviewer* ***Prof*** = *Professor*

Int: *Hello and welcome. Today, Professor Know It All is here to tell us all about ways to measure the time. That's clocks, watches and calendars. Professor, there are many strange things here. What are they?*
Prof: *Well, this one is a sundial. The sun makes a shadow. The shadow tells you the time.*
Int: *And this one?*
Prof: *That's a sand clock. It's very old. It counts minutes. The sand moves down slowly.*

2 This is a very old way to measure the time! This is Stonehenge in England. What questions can you ask about it? — 10 minutes

Allow time for the students to look at the picture of Stonehenge. Students work alone or in pairs and write down as many questions as they can.

1c Tapescript, continued

Int: *And this one, with water?*

Prof: *Yes, it's a water clock. The water goes slowly into a pot. It can count hours and half hours but not minutes.*

Int: *Now, Professor, these look very old. What are they?*

Prof: *Well, this is a calendar from the cave people. It's from a cave in France. It is 15,000 years old! The dots show the moon.*

Int: *Wow! That's very interesting. And this one?*

Prof: *This is an Egyptian calendar. It is about 6,000 years old. It counts the days from when the Egyptians saw a star in the sky.*

Int: *Well, thank you, Professor. That's all very interesting, but I think I will keep my sports watch! That's all for today. Thank you and goodbye!*

1c Answers

1 = b 2 = c 3 = a 4 = e 5 = d

If some students already know about Stonehenge, ask them to answer some of the questions if they can.

Note: *Writing the questions down gives students some slow thinking time to produce the question form more accurately and to consider the picture more carefully. Ask two pairs to work together and write their questions on the board or on an overhead transparency or prepare it for the computer projector.*

3 Read about Stonehenge. Can you answer your questions? 12 minutes

PURPOSE To practice reading.

Encourage students to scan the text (to read it through quickly to focus on finding certain information only) and to find the answer to any of their questions from Exercise 2.

Your project

PURPOSE To allow students time to develop their own research and writing skills.

Have more information about the clocks ready from Exercise 1a in this unit from encyclopedias and the Internet or ask students who have internet access to look at home. Students then work alone or in pairs to produce a poster, booklet or PowerPoint presentation about their topic.

See **A–Z: Project work** on page 88.

ACTIVITY BOOK pages 14 and 15

New words in Activity Book 1D: *bell, enormous, mechanical, microphone, tower, wind (v)*

Answers

2 It's about 150 years old.

3 Yes, it does. (In 1962, the clock stopped because there was snow on the hands.)

4 The hour hand is 2.7 meters long and the minute hand is over 4 meters long.

5 It's in London.

6 It's 100 meters tall.

7 To help it tell the right time

8 It's a mechanical clock. They wind it up three times a week.

1 Look at the pictures. Read and answer the questions. 12 minutes

Students read the information and answer the questions.

Learning skills: Use your Time Travel Journal

As this is the first journal, allow time for discussion of the model in the Activity Book. Students then use their journals to record the most important vocabulary and grammar from the unit. They compare their words and sentences with a partner and add others if they wish. Allow time for them to ask you questions if they realize that they have not understood something.

Discuss the ideas in the right-hand column and allow some class time for students to try the ideas. Explain that the Time Travel Journal can help them to review what they learnt in class.

EXTRA IDEA Fast finishers can do further work on their project.

EXTRA PRACTICE There are photocopiable *Extra practice* exercises for this unit on pages 94 and 95. The answers are on page 106.

UNIT TEST There are many ways of assessing the students' progress (see **A–Z: Assessment** on page 77). If you use formal testing with your class, you may like to use the photocopiable *Test* for this unit on pages 108 and 109. The tapescript and answers are on page 121.