



LEVEL 1
LESSON 8
ARE YOU
BUSY?

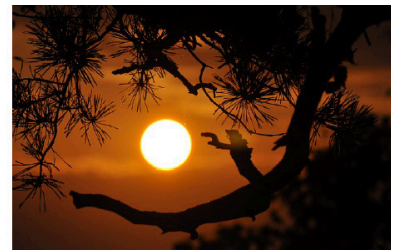
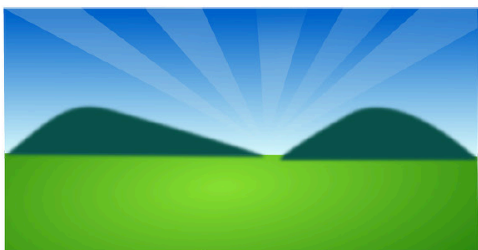
Topics Times of day: morning, evening, afternoon	Prepare Before Class Times of day images
Learning Strategy Use what you know	Goals Grammar: BE - short answers; simple present tense to describe routine activities Speaking: Times of day; regular activities Pronunciation: Hesitation noise “um;” apologizing with stress or intonation

Day 1

Introduce the Lesson Topic

Say, “Today we will learn about times of the day. By the end of the lesson, you will be able to ask and answer questions about regular activities.”

Draw on the board or show on screen three images representing morning, afternoon, and evening.



Ask students to name the times. Write the English name under each image: morning, afternoon, and evening.

Ask students if they know how to say the time before lunchtime (a.m.). Then ask about the time after lunchtime, or p.m. Ask, “What time does our class begin? What time does our class end?”

Learning Strategy

Tell students that in today's lesson, they will learn to use what they know. They will use what they know to talk about things they do every day.

Give an example, "When I learn about time in English, I can use what I know about time in my own language. We also talk about morning, afternoon, and evening. We know that a.m. is in the morning and p.m. is in the afternoon and evening. We know numbers, too. We can use what we know to make learning the words in English easier."

Present the Conversation

Tell students that the video will show three people saying what they do at the same time every day. Play the video or ask some students to read the conversation.

Main Video Script – Lesson 8

1. Listen:

Are you busy?

Yes, I am busy.

Speak:

___ ___ busy? (Are you)

Yes, ___'___. (I'm busy)

2 .Listen:

I am sorry.

It's okay.

Speak:

___ ___ sorry. (I am)

___'___. (it's okay)

Day 2

Speaking Practice

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you. After the key words, the video teaches about the times of day.

Speaking Practice Script – Lesson 8

1. Today, yesterday

Listen: Today is a new day.

Let's not talk about yesterday.

Speak: ___ is a new day. (today)

Let's not talk about _____. (yesterday)

2. Morning, afternoon, evening

Listen: Every day I do my morning show.

Come by this afternoon.

I am recording my evening show.

Speak: Every day I do my _____ show. (morning)

Come by this _____. (afternoon)

I am recording my _____ show, (evening)

Activity – Times of My Day

Give students the Activity Sheet and ask them to work in pairs. Say, “Remember to use what you know about your day, and the times you are busy, to practice English.”

Say, “To do that, stop and think. Ask yourself: What am I doing in the morning tomorrow? What am I doing in the afternoon? What am I doing in the evening? Say to yourself, ‘I am studying,’ or ‘I am working.’ Then turn to your partner and answer the question in English.”

You can use a short answer first, ‘Yes, I am busy.’ or ‘No, I am not busy.’

Once students have completed the worksheet, ask several students to show how they ask and answer questions about times and activities.

Pronunciation Practice

The Pronunciation Practice video teaches the hesitation noise, “Um.” The video also teaches how to offer and accept an apology.

Day 3

Pronunciation Practice Video Script - Lesson 8

1. Hesitation noises

When Americans want more time to think about what they are saying, they often use a hesitation noise, like “uh” or “um.”

Listen to Jonathan when he is talking to Anna. He does not want Anna to see what he is doing in the studio.

Anna: May I see the studio?

Jonathan: Um, maybe another time, right now I am busy.

Now you try it. Use “um” to make more time to answer a question.

What is 1,012 and 536?

Speak:

____, it's one thousand five hundred and forty-eight. (Um)

2. Apologizing

Americans often say they are sorry for bothering someone. Listen to Anna apologize. Notice her voice the second time she says she is sorry. Amelia accepts Anna's apology by saying, “It's okay.”

Anna: I want to say I'm sorry for yesterday.

Amelia: It's okay, Anna.

Anna: Well, I am sorry.

Amelia: It's okay, Anna. Come by this afternoon.

Now you try it. Make your voice louder for “am.”

I am _____. (sorry)

It's _____. (okay)

Practice Making Apologies

Have students think about reasons they might apologize to a friend. For example, being late for a meeting, forgetting a birthday, bumping into them. Write a list on the board.

Have students form pairs. Ask a pair to help demonstrate in front of the class. Ask one of the students to choose a reason and make an apology: "I'm sorry for being late." Ask the other to say, "It's okay."

Have the rest of the class continue with the other reasons. Tell the students to take turns, one member of the pair apologizing and the other accepting the apology.

Day 4

Listening Quiz

Give each student a paper copy of the listening quiz. Play each question's video and pause for students to answer. Ask students to choose the correct answer. If not using the video, read the sentences below aloud.

1. Anna says "Yes, Ms. Weaver. I am busy."
2. Amelia says "I'm a little busy."
3. Jonathan says "I am busy. When the studio light is on, I am recording my evening show."
4. Anne says "Yes. At 10 a.m., I am writing."
5. Anna says "May I see the studio?"

Collect the papers or ask students to trade papers and check the answers together.

Writing

Discuss the vocabulary that may be used for the topic. Write some of them on the board for students to use in their written work.

Write the writing topic on the board: What do you do every morning?

Here is an example: "I wake up and wash every morning. At 7:00, I am cooking breakfast for my sister, and then I go to school."

Conversation

- Anna: Hello, everyone. Here I am at my new job! Yesterday at my first day of work ... Well, let's not talk about yesterday. Today is a new day! Today I want to apologize to my co-workers.
- Anna: Hi, Anne. Are you busy?
- Anne: Hi, Anna. Yes. At 10 a.m. I am writing. Every day I do my morning show. Sorry!
- Anna: Okay. See you later, maybe.
- Anne: Maybe I'll see you later.
- Anna: Hi, Jonathan. Are you busy?
- Jonathan: Yes, I'm busy. When the studio light is on, I am recording my evening show.
- Anna: Right. Sorry about yesterday.
- Jonathan: No worries.
- Anna: May I see the studio?
- Jonathan: Um, maybe another time? Right now I am busy.
- Anna: Sure. Okay, 'bye.
- Jonathan: 'Bye.
- Anna: Hi, Amelia! Are you busy?
- Amelia: I'm a little busy.
- Anna: I want to say I'm sorry for yesterday.
- Amelia: It's okay, Anna.
- Anna: Well, I am sorry.
- Amelia: It's okay, Anna. Come by this afternoon.
- Anna: Okay.
- Caty: Anna.
- Anna: Yes, Ms. Weaver.
- Caty: Are you busy?
- Anna: Yes, Ms. Weaver. I am busy.
- Caty: My office. 5:00 p.m.
- Anna: 5:00 p.m.
- Caty: Come in.
- Coworkers: Surprise!
- Anna: A party! Awesome! And I still have my job! Phew!* Until next time!

* *Phew!* is a sound used to show that you are relieved, tired or hot.

Key Words

afternoon - *n.* the middle part of the day : the part of the day between noon and evening

apologize - *v.* to express regret for doing or saying something wrong : to give or make an apology

evening - *n.* the last part of the day and early part of the night

job - *n.* the work that a person does regularly in order to earn money

later - *adj.* happening near the end of a process, activity, series, life, etc.

light - *n.* a source of light (such as an electric lamp)

maybe - *adv.* possibly but not certainly

morning - *n.* the early part of the day : the time of day from sunrise until noon

now - *adv.* at the present time

studio - *n.* the building or room where an artist works

surprise - *n.* an unexpected event, piece of information, etc.

yesterday - *n.* the day before today

Times of Day



Morning



Afternoon



Evening

Quiz - Level 1, Lesson 8 - Are You Busy?

Listen. Circle the letter of the correct answer.

1. What does Anna say?

- a. She says that she is busy.
- b. She says that she sees bees.
- c. She says that she is not busy.
- d. She says that she wants to meet at 5pm.

4. What does Anne do at 10 am?

- a. Anne talks about human rights.
- b. Anne writes at 10 am.
- c. Anne is recording at 10 am.
- d. Anne is running at 10 am.

2. What does Amelia say?

- a. Amelia says she is busy.
- b. Amelia says she is not busy.
- c. Amelia says she is a little busy.

5. What does Anna want to do?

- a. She wants to see the studio.
- b. She wants to record a show.
- c. She wants to listen to music.

3. What is Jonathan doing when he turns the studio light on?

- a. He is calling his friends.
- b. He is recording his show.
- c. He is watching a show.
- d. He is taking a nap.

Choose two of the listed verbs.
Write the present continuous form of the verbs
in two of the boxes next to your name.



Your Name	Tomorrow Morning	Tomorrow Afternoon	Tomorrow Evening

- Ask your partner about when they are busy.
- Listen to their answers.
- Ask your partner what they are doing when they are busy.
- Write your partner's answers in the space below.
- Find three more people and repeat this activity.



Your Name	Tomorrow Morning	Tomorrow Afternoon	Tomorrow Evening
Example	Studying	Working	Exercising

- Try and find one person who is free at the same time as you!

