

Bending Time to Teach English

Grammar, Stories, and Imagination

Relatore:

Samuel Williams

INSEGNARE

INGLESE

Scuola Secondaria di 2° Grado

In this Webinar we will explore:

- 1 Talking about Time in lessons
- 2 How to Introduce Stories about Time
- 3 Unusual Time-lines and teaching Grammar
- 4 Using time for World-Building and Creative Communication
- 5 Conclusions, Questions, & Resources



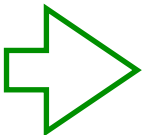
www.menti.com

Codice: 4675 7706

- I want my lessons to be:
Meaningful
Relevant
Communicative

Why explore the theme of 'TIME' in your lessons?

- **Relatable:** everyone experiences time, so it's easy to connect personally
- **Drives real communication:** it leads to natural discussions about life, memories, and plans
- **Supports key grammar:** it's ideal for practising tenses, conditionals, and storytelling
- **Encourages deeper thinking:** it introduces big ideas like change, aging, and consequences

 SELF-DISCOVERY

Meaningful

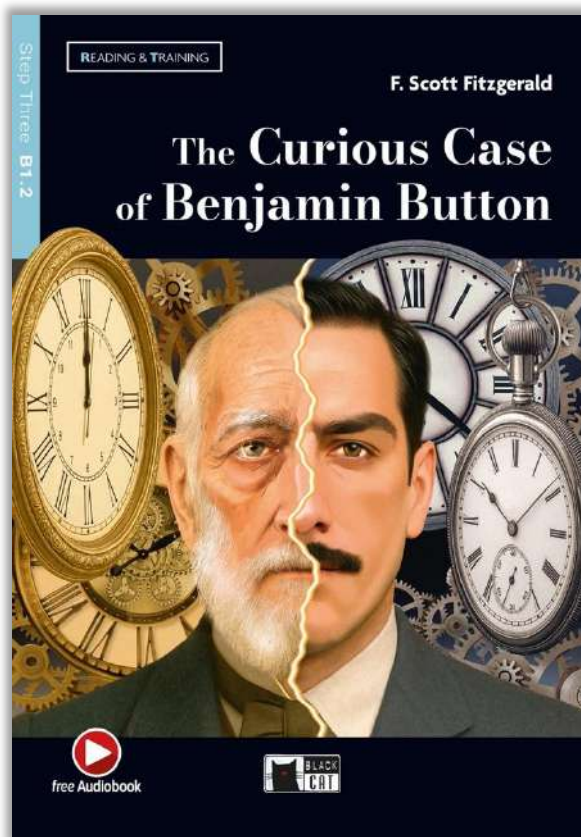
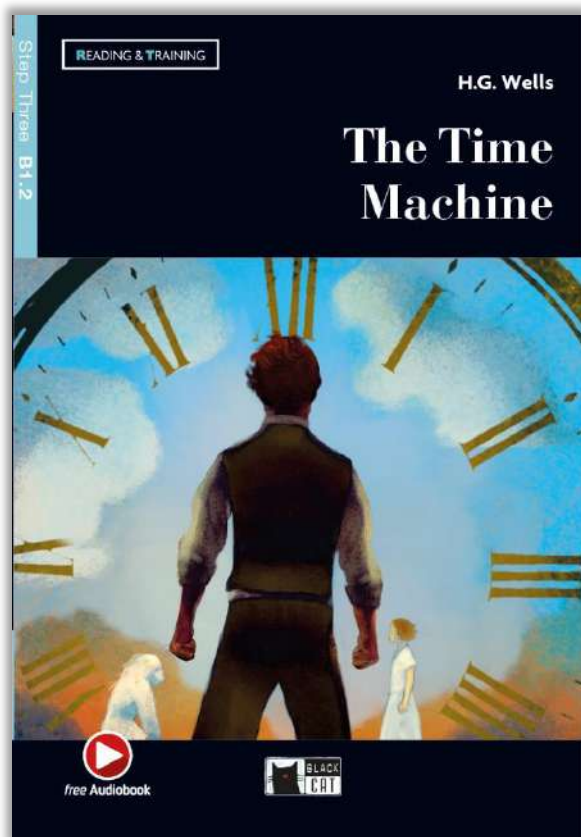


Relevant



Communicative





- The Stories







The **baby** is born in the **hospital**

When he sees the **baby**, he feels a big **shock**

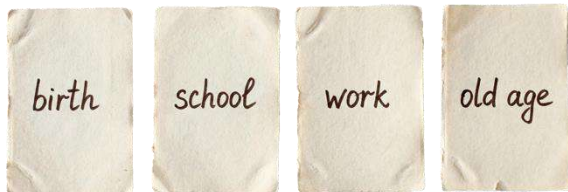
The **father** runs to the **hospital**

Instead of a **baby**, there is an **old man** in the bed

Activity: Unusual Timelines

Step 1

- Show a normal life timeline, then reverse it



Can they add to
the timeline?



- Elicit sequencing words and write them on the board

first then after that next finally in the end

- Students retell the story of Benjamin Button using the timeline and sequencing words and past tenses



Activity: Unusual Timelines

Step 2

- Put students in groups and give each a different “unusual timeline”

You only age on weekends

You age faster when you are stressed

You stop aging at 20

Your life restarts every time you make a big mistake

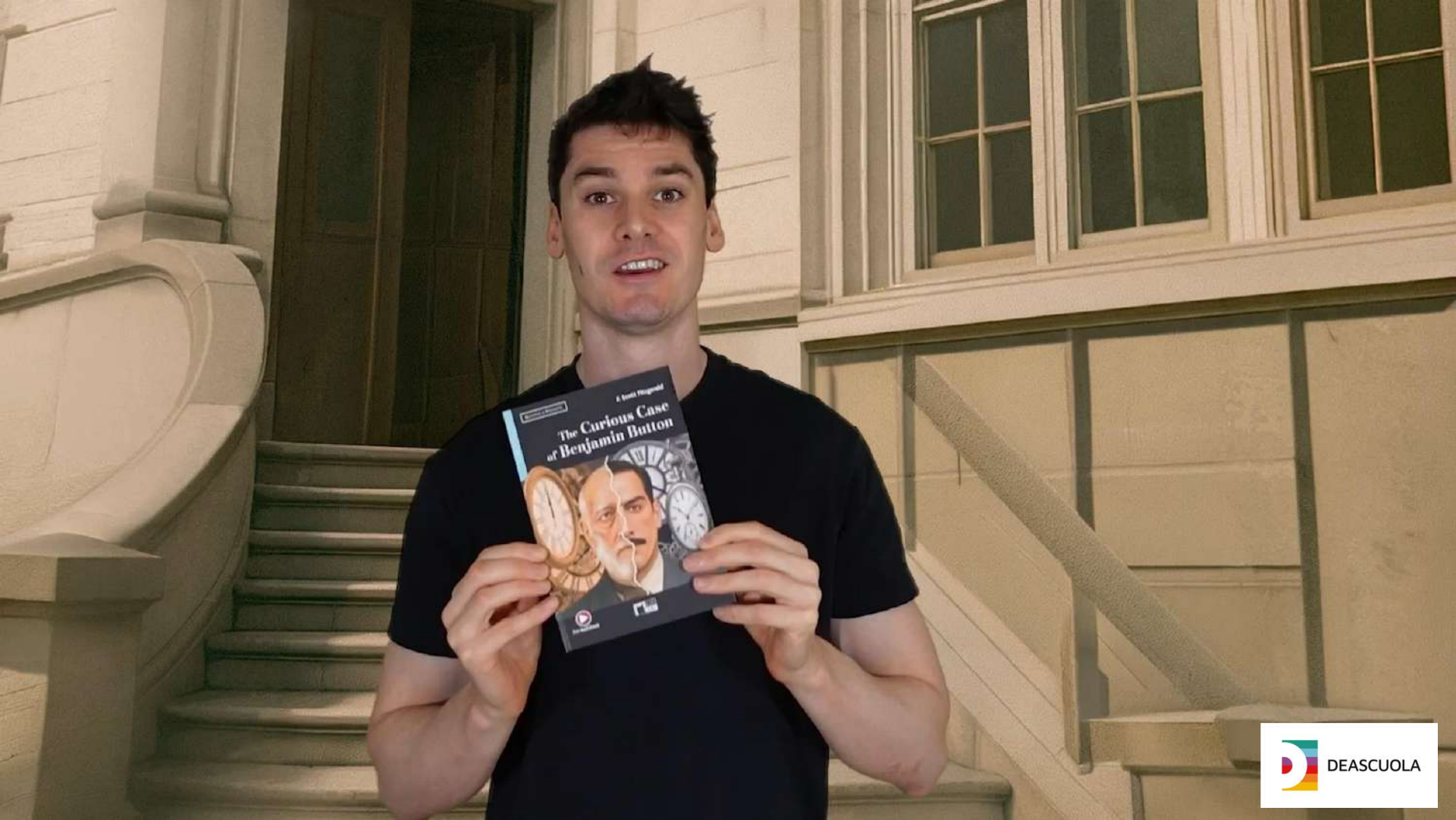
You change age every day

- Each group creates a short life story (5–6 events)
- The story must include: past simple, past continuous, used to

Step 3

- Groups present their stories
- Other students listen and **guess the “timeline rule.”**





AI Podcast Generator

Instantly turn text, PDFs, websites, videos, or notes into podcasts—free, fast, customizable voices and languages.



Text



File



Article Link



YouTube

Enter a topic or script to generate a podcast.

0/100000



English



2 People



Educational



3-5 mins

AI Script



Commercial Use



Man With De



English

Male



Upbeat Wom



English

Female



Generate Podcast

Example



Creative Communication - Time Interview

Step 1

- Tell students: You can interview yourself at a different age



Step 2

- Students work in pairs:

Student A = interviewer (present self)

Student B = same person at a different age

Creative Communication - Time Interview

Step 3

- Prepare Questions for the interview

What is your life like?

What do you enjoy doing?

What are your plans for the future?

What do you do every day?

What is difficult in your life?

Step 4

- Role-play - Pairs act out the interview



Activity: Speculative Grammar to Introduce a Story



The Time Traveller has returned, but...

- His machine is broken
- His clothes are dirty
- There is a strange object in his pocket
- He looks scared

Create theory about what happened to him

might have x 2

could have x 2

must have x 2



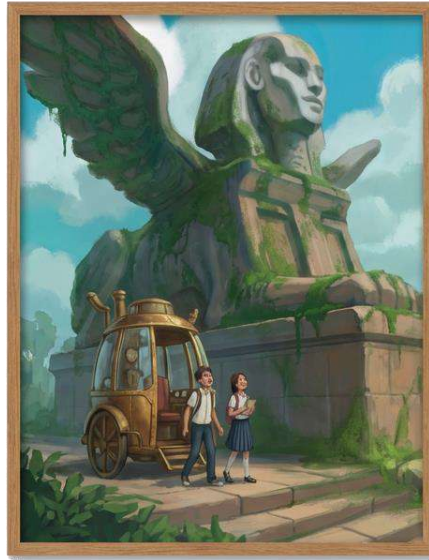
Past or
Future ?





World-Building and Creative Communication

“You travel 1,000 years into the future.
You discover a new world with very different people and society.”



World-Building and Creative Communication

Group World-Building

- Put students in small groups. Each group creates their own **future world**

Students must decide:



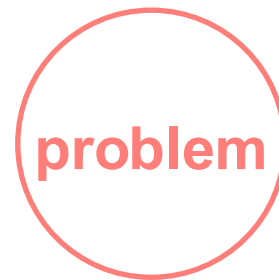
What are they like?
What do they do?



What are the laws?
Who has power?



What does the world
look like?



What is the biggest
problem in this world?

World-Building and Creative Communication

“Another group visits your world. They think your world is bad.”



World-Building and Creative Communication

Debate Stage

- Pair groups together

Group A explains their world

Our world is good because...
People are happy because...
This system works because...

Group B challenges it

This is a problem because...
People might suffer because...
This is dangerous because...

- Groups switch and debate another world

Final Reflection

- Whole class discussion: Which world is the best? Why? Could any of these futures be real?

Which world is the most dangerous?

World-Building and Creative Communication



Create Your Own Time Story



Write a short story - Use these prompts:

- Who is your main character?
- What object helps them travel in time? (e.g. watch, car, phone)
- Where do they go? (past or future)
- What do they see?
- What problem do they have?
- How does the story end?

Create you own Dr Who Episode



Play with the story

Add to It

Extend the ending, add new scenes, or explore moments the original story skips

Mix It

Blend two different stories and let the characters interact in one shared world

Move It

Change the time, place, or setting to reshape the story's events

Bring It Home

Imagine the character entering your real life or community

Flip It

Shift the point of view, change the genre, or rewrite a key event



Conclusion

- Bring time to life through meaningful language use
- Spark curiosity with imaginative, engaging stories
- Connect language to learners' real experiences
- Unlock creativity and confident communication
- Guide learners to express ideas with clarity and purpose



www.menti.com

Codice: 4675 7706

- I want my lessons to be:
Meaningful
Relevant
Communicative

Guarda le videolezioni!

- Trova più informazioni e accedi alle videolezioni sulla [**pagina dedicata**](#)

Insegnare Inglese
nella Scuola Secondaria di Secondo Grado

Scopri le nostre letture graduate

- Consulta il catalogo completo sulla [pagina dedicata](#)

Imparare le lingue è una
bella storia

