



# What's the time?

## ACTIVITY TYPE

individual 'make and do',  
pairwork

## LANGUAGE FOCUS

telling the time  
numbers

## LEVEL

1

## AGE RANGE

7–8

## SKILLS

reading, speaking

## TIME

60 minutes

## MATERIALS

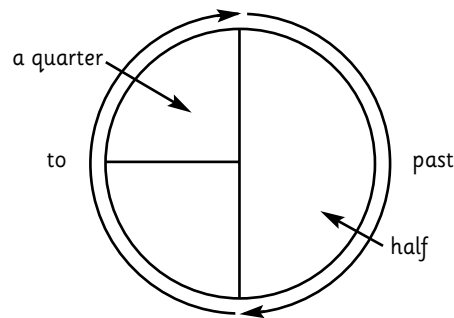
a copy of the *What's the time?* worksheet and paper fastener per pupil, card, glue, scissors, crayons, an enlarged copy of the *What's the time?* worksheet

## Before class

Make a copy of the *What's the time?* worksheet for each pupil. Make a large clock, using an enlarged copy of the worksheet.

## In class

- 1 Revise numbers 1–30.
  - a Point to yourself and say *One*. Continue pointing to random pupils to elicit the next number until you get to 30. Repeat the procedure starting at 30 and counting backwards to 1.
  - b Do a number quiz. Say *Two and five is seven*. Point to a pupil and say *Three and six is ...* to elicit *nine*. Point to another pupil and say *Ten and four is ...* to elicit *fourteen*. Continue in this way.
- 2 Draw the following diagram on the board:



Practise *half* and *quarter*. Following the direction of the arrow with your hands, illustrate *past* and *to*. Ask pupils to copy the diagram into their notebooks.

- 3 Give pupils the worksheet and tell them that they are going to make a clock.
  - a Ask pupils to read the worksheet and colour in the different parts of the clock accordingly.
  - b Pupils glue the worksheet onto card.
  - c Pupils cut out the clock and the hands.
  - d Pupils fix the hands to the centre of the clock (big hand on top) using the paper fastener.
- 4 Fix your pre-made clock to the board with sticky tack. Put the big hand on 12 and move the small hand from number to number asking *What's the time?* to elicit *It's one o'clock*, *It's two o'clock*, etc. As you do this, pupils copy the hand movements on their clocks and repeat the questions and answers.
- 5 Put the big hand on 6 and repeat the above procedure to elicit *It's half past one*, etc.
- 6 Repeat the procedure with *quarter past* and *quarter to*.
- 7 Organise pupils into pairs: As and Bs. Pupils place one clock on the table so that both can see it and ask and tell the time, moving the hands and asking the question *What's the time?*
- 8 Circulate to monitor and check.

## Extension

When pupils are confident telling these times, teach them *five past ...*, *ten past ...*, etc. Continue by practising in pairs as above. Once pupils are proficient at telling the time, they can cut off the outer circle.

