

## Time

### Topic

Telling the time

### Aims

To develop and practise:

- vocabulary: time words, various actions
- structure: present continuous
- curricular work: telling the time
- integrated skills: listening, speaking, reading, writing

### Age

Primary (7–11 years)

### Time

90 minutes approximately

### Materials

1. Flashcards  
<https://learnenglishkids.britishcouncil.org/en/flashcards/time-flashcards>
2. Craft activity: 'Clock'  
<https://learnenglishkids.britishcouncil.org/en/crafts/clock>
3. Story, activity sheet, answers and transcript: 'One moment around the world'  
<https://learnenglishkids.britishcouncil.org/en/short-stories/one-moment-around-the-world>
4. Game: 'What's the time?'  
<https://learnenglishkids.britishcouncil.org/en/games/whats-the-time>
5. Grammar practice: Present simple and present continuous  
<https://learnenglishkids.britishcouncil.org/en/grammar-practice/present-simple-and-present-continuous>
6. Clock (stage 1 and 2)

For a complete list of all 'Time' content on LearnEnglish Kids, click here:

<https://learnenglishkids.britishcouncil.org/en/category/topics/time>

### Introduction

In this lesson, learners will be introduced to telling the time in English. They will practise telling the time with a variety of activities, and will make their own clock. They will then watch a story about children around the world doing different things at different times. Finally, they will practise using the present continuous to describe their actions and other children's actions as they mime.

**Procedure**

<b>1. Introduce the topic (5 mins)</b>	<ul style="list-style-type: none"> <li>• Point to the classroom clock and ask learners 'What's the time?' If possible, do this on the hour, so that only a simple 'It's x o'clock' is required. Otherwise, help learners with the answer and don't worry about accuracy at this stage.</li> <li>• Use a teaching clock, or even take the classroom clock off the wall! Without moving the hands, review the numbers one to twelve by counting the numbers on the clock face.</li> </ul>
<b>2. Telling the time (20 mins)</b>	<ul style="list-style-type: none"> <li>• Now use the clock to teach the time. Depending on your learners, you might like to limit them to 'x o'clock', or 'quarter past', 'half past' and 'quarter to' as well, or the full range with 'x past' and 'x to'.</li> <li>• Give each pair of learners a set of the flashcards with the appropriate times, depending on what range you decide to teach. Ask learners to match the clocks with the written times. As you check answers, drill the different times.</li> <li>• Now play a game with the flashcards. First, show a flashcard with a clock and ask learners to say the time. When you say 'go', two nominated learners must run to the board and draw the time. The first person to finish drawing correctly is the winner. When they are comfortable with that, instead of a flashcard with a clock, show learners a flashcard with the time in written form.</li> <li>• Now learners can work in pairs and play a game of Pelmanism with their sets of the flashcards. Each time they turn over a card with either a clock or the written form, they must say what time is represented. The person who finds the most pairs is the winner.</li> </ul>
<b>3. Craft activity (20 mins)</b>	<ul style="list-style-type: none"> <li>• Show learners a clock that you have already prepared and explain that they are going to make their own. Give them the clock craft worksheet (copied onto card if possible) and scissors. When they are ready, carefully help each learner make holes in the clock and the hands, before giving them a paper fastener to assemble the clock.</li> <li>• Ask learners to think of five different times and to draw them in their notebooks. Then they should write the time in words next to each clock. They can use their sets of the flashcards for reference. Monitor and help where necessary.</li> <li>• In pairs, learners should read the first time in their notebook to their partner. Their partner has to listen and make the time on their clock. Then they show their clock to their partner, who checks they are correct. Learners continue until they have said all of their five times.</li> </ul>
<b>4. Story (15 mins)</b>	<ul style="list-style-type: none"> <li>• Watch the 'One moment around the world' story with your learners. Pause between each place to allow time for learners to calculate the new time based on the time difference.</li> <li>• Watch the story again. Give learners exercise 1 from the activity sheet, and ask them to complete the times as they watch.</li> <li>• Now ask them to complete exercise 2 from the activity sheet – what can they remember? They can work collaboratively in groups, sharing what they can remember with each other. Check answers as a class, drilling the present continuous form.</li> </ul>

<b>5. Present continuous (20 mins)</b>	<ul style="list-style-type: none"> <li>• Practise doing some actions by saying some of the sentences from the story, e.g. 'He's watching TV' and asking learners to mime the action.</li> <li>• Play a 'backs to the board' game. Divide the class into two teams and ask one person from each team to sit or stand with their back to the board. They mustn't turn around. Write one of the sentences from the story on the board. The rest of the teams must mime the action and the first learner with their back to the board who guesses the sentence is the winner.</li> <li>• Now ask learners if they can suggest any other sentences, e.g. 'He's playing the guitar' and write some of their ideas on the board, correcting if necessary. Highlight the form (is/'s +ing). Change some of the sentences into 'You ...' and ask the learners what they need to say instead of 'is' (are/'re). Drill the examples.</li> <li>• Learners can now work in small groups. One learner mimes an action, and the other learners in the group have to guess the sentence: 'You're playing the guitar.'</li> <li>• Finally, ask learners to complete exercise 3 from the story activity sheet. They have to draw a picture of themselves at that moment, and then write about it, saying what the time is, where they are and what they are doing.</li> <li>• For a more challenging activity, ask learners to think of a time when everyone in their family is at home. They should draw a picture of their house, and draw the members of their family in different rooms doing different activities. Then they can write about their picture, saying what each member of their family is doing at that time.</li> </ul>
<b>6. Round off activity (5 mins)</b>	<ul style="list-style-type: none"> <li>• For fun, play the 'What's the time?' game in teams. Alternatively, learners can play a game of Pelmanism again with their sets of the flashcards.</li> </ul>
<b>7. Setting homework (5 mins)</b>	<ul style="list-style-type: none"> <li>• Learners can watch the story again at home or play the 'What's the time?' game. If they are members of LearnEnglish Kids, they can leave a comment under the story, giving their opinion of it or answering the question under it.</li> <li>• If your learners are ready, they could try the 'Present simple and present continuous' grammar practice games on LearnEnglish Kids.</li> <li>• You could also ask them to bring in some photos of themselves to talk about next lesson, for example 'In this photo it's about two o'clock in the afternoon. I'm swimming in the sea on holiday.'</li> </ul>

**Contributed by**

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