



# Telling the time

Lesson code: 135I-31QB-NKLH

ELEMENTARY

 American English

## 1 Warm-up

**Write down your telephone number then read it.**

My telephone number is ...

## 2 Numbers

**Listen and underline the number that you hear.**

1. 16 / 60
2. 13 / 30
3. 17 / 70
4. 14 / 40
5. 15 / 50



## 3 Telling the time -- o'clock

**What time is it?**




**It's twelve o'clock.**




**4** Telling the time -- half past, quarter till, quarter past


What time is it?



It's half past four.



It's a quarter past seven.



It's a quarter till one.

**5** Practice

What time is it? Ask your partner.



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_



**6** Telling the time -- minutes**What time is it?****5:05 It's five minutes past five****7:53 It's seven minutes till eight****Now ask your partner 'What time is it?'**

3:04

7:49

8:09

12:19

1:13

3:51

4:16

5:09

1:48

7:14



**1 Warm-up**

*Note: If your students are already comfortable with basic numbers and possessives (my, your, his, her, etc.) you may choose to omit this exercise.*

*Demonstrate the task by asking one of the students 'What is your telephone number?' and eliciting the response 'My telephone number is ...'. Have the student ask another student the same question and repeat the activity around the class. To practice 'his/her', the students write down each telephone number. Point to random students and ask 'What is his/her telephone number?', eliciting the response 'His/her telephone number is ...'.*

*One-to-one: To practice 'his/her', ask the student to write down the names of three close friends or family members. Then ask 'What is his/her telephone number?'*

*You can also use the exercise to revise language from previous lessons. E.g. to revise basic greetings and nationalities, ask 'How are you?', 'What's your name?', 'Where are you from?' etc. before asking about the student's telephone number.*

**2 Numbers**

*Play the audio file or read out the following numbers clearly to the students: 16, 30, 70, 14, 50*

1. 16                      2. 30                      3. 70                      4. 14                      5. 50

**3 Telling the time -- o'clock**

*Many students might be used to a 24 hour clock in their native culture. To begin telling time, it's a good idea to just go through the hours if students are not aware of the fact that we use a twelve hour clock in English. Write the numbers 1 - 24 on the board and the equivalent time in English, i.e. 1 - 12, 1 - 12.*

*Draw a clock face on the board or point to the illustration in the exercise. Model the dialogue 'What time is it? It's twelve o'clock'. Then draw a different hour, and ask a student what time it is. Continue the exercise around the room with each student asking the next 'What time is it?'. Skip this exercise if it is too easy for the class.*

**4 Telling the time -- half past, quarter till, quarter past**

*Repeat the previous exercise with times showing 'half past', 'quarter till' and 'quarter past'.*

**5 Practice**

*If students need further practice, put them into pairs and have them do this activity. They should change roles for each time. Monitor the activity.*

- |                               |                               |                             |
|-------------------------------|-------------------------------|-----------------------------|
| 1. It's a quarter till five.  | 2. It's five o'clock.         | 3. It's half past eleven.   |
| 4. It's a quarter till eight. | 5. It's half past nine.       | 6. It's a quarter past two. |
| 7. It's eleven o'clock.       | 8. It's a quarter past seven. |                             |



**6 Telling the time -- minutes**

Repeat the activity in Exercise 3-4 with 'minutes past' and 'minutes till'. Point out that the word 'minutes' in 'five minutes past five' can be omitted. Also the word 'to' can be used in place of 'till' but is less common in spoken American English. Use the digital times to go around the class or elicit a response from an individual student in a one-to-one class.

At the end of the activity, you can also explain that it is also common to simply read the time without 'past', 'till', for example 'seven fifty-three', 'five oh three', etc.

3:04 It's four (minutes) past three.

8:09 It's nine (minutes) past eight.

1:13 It's thirteen (minutes) past one.

4:16 It's sixteen (minutes) past four.

1:48 It's twelve (minutes) till two.

7:49 It's eleven (minutes) till eight.

12:19 It's nineteen (minutes) past twelve.

3:51 It's nine (minutes) till four.

5:09 It's nine (minutes) past five.

7:14 It's fourteen (minutes) past seven.

