

**Subject Area: Everyday Life**

**Topic: What time is it?**

**Primary Aims: 1. Generate language about time using visual clues or drawings.  
2. Using the language to make short sentences (It is / It's).  
3. Worksheet based activity for Ss to use the language.**

**Secondary Aims:**

<b>Stage</b>	<b>Orientation</b>	<b>Procedure</b>	<b>Explanation</b>	<b>Timing (minutes)</b>
1	T - Ss	Revision of last week's lesson.	A quick revision of the language taught in the previous week's lesson.	5 mins.
2	T - Ss	Telling the time.	Copy the title of this weeks lesson (What time is it?) onto the WB, model and drill as a class.	5 mins.
3	T - Ss	Using the language taught.	Using a clock or drawing clock faces onto the WB model and drill ' o'clock', 'quarter past', 'half past', 'quarter to', showing the Ss each time period clearly.	15 mins.
4	Ss - T	Eliciting vocab from Ss using visual clues.	Using the clock face as example model and drill with the class the 4 periods of time that are going to be used in the lesson. "It's 1 o'clock" "It's quarter past 1" etc. Clearly show the Ss the correct time on the clock face, point to the time as you say the sentence. Concept check with yes or no questions. "Is it 1 o'clock." etc.	15 mins.
5	Ss	Worksheet based activity.	Using the clock face or drawing onto the WB. Ask the question "What time is it?" Ss can then call out the correct time, encourage Ss to answer individually, but can be done as a class.  Handout time worksheet and go through a couple of examples with the class. Go around the classroom while the Ss are doing this activity pointing to a clock and asking them "What time is it?"	20 mins.

# What time is it?

My name is \_\_\_\_\_

1



It's \_\_\_\_\_

2



It's \_\_\_\_\_

3



It's \_\_\_\_\_

4



It's \_\_\_\_\_

5



It's \_\_\_\_\_

6



It's \_\_\_\_\_

7



It's \_\_\_\_\_

8



It's \_\_\_\_\_

9



It's \_\_\_\_\_

10



It's \_\_\_\_\_

1 2 3 4 5 6 7 8 9 10 11 12

one two three four five six seven eight nine ten eleven twelve