

# What time is it?



3°, 4° y 5°

**Semilla  
Bilingüe  
Kids**



Alcaldía de Medellín

# What time is it?

## Guía

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# What time is it? Telling the time

## Ideas for teachers:

- This task is accompanied by several activities that will help
- students to explore the notion of time and those expressions
- that we use to tell the time and be more specific while
- providing information about our schedule or our daily routine.
- There are some activities that students can develop with their
- parents. For some of these activities, students will need
- materials such as colors, scissors, markers, papers and glue. In
- this task, students will also reinforce the simple present tense
- but they will also start exploring the notion of present
- continuous. There are some moments within this lessons that
- will focus on the exploration of these grammar ideas.

First, show them the hour hand. Ask them to say what this hand indicates. Use the hour hand to indicate a specific time and ask students the question: what time is it?. Show them specific hours; you will expect students to refer to numbers, eg. Three, two, five, etc. Then, repeat after them: It is \_\_\_\_\_ and help students realize that we use the verb TO BE to tell the time. Second, do the same with the minute hand. Ask students about what it indicates and then practice telling the time but now using the hour hand and minute hand at the same time. Do not forget to focus on the expression “It is \_\_\_\_\_”, so that students can also start using it to answer your questions.

3. Third, go and explore the minute hand. You can follow the same dynamic you developed with the hour and the minute hands.

It is time to create. On the second page of the “clock worksheet” you will find a template of a clock (page 3), including the hour, minute and second hands, and numbers that your students can use to create their own clock. The idea is that you encourage your

## Pre-task

## Instructions

- ❖ Show students the poster of the clock (clock worksheet) and ask them to say what it is. Ask students about places where clocks are usually located (eg. hospitals, schools, offices). Then, ask students what the difference is between a clock and a watch (see the images on the second page of the worksheet). Also, you can ask students the following questions to explore the notion of time:
  - Are you always on time for class?
  - Are you punctual?
  - Are your parents punctual?
  - How important is punctuality for us?
- ❖ Now, tell students that you are going to explore the parts of a clock. Show them the clock that you find in the “clock worksheet” (page 3). This is a detachable clock, so you can separate the minute, the hour and the second hands. Focus on the size of each hand and explore if students know what each of them indicates.

## Time suggested

120 minutes

## Necessary materials

Clock worksheet



## Pre-while

## Instructions

4. Tell students that they are going to meet 6 kids from around the world. They will tell them what time it is where they are from and they will also describe what they are doing. For this exercise, use the worksheet “Telling the time around the world”

Before reading the descriptions, show students the clock that you find on the 4th page of the “clock worksheet”. Now, explore with them all the different expressions that we use to tell the time. This is the opportunity to go over language notions and continue practicing with your students how to tell the time.

5. Now that your students are familiarized with the expressions that we use to tell the time, read the descriptions included in “Telling the time around the world” one by one.

Taking into consideration that your students already explored the language notions needed to tell the time, ask them to use the clock they created in one of the pre-task activities to indicate the time each of the kids from the poster “Telling the time around the world” indicates.

6. After reading the descriptions mentioned above, you can:

- Look at the different languages and expressions use to say hello. Ask students if they knew any of these greetings
- Ask students to discuss about the fact that people around the world are different but we also have things in common like the kind of activities we do
- Explore if your students know other activities that people usually do in other towns, cities or countries
- Look for information about common activities around the world and share it with your students

7. Tell students to go back to the descriptions and ask them: What are they doing? You can actually use the names of each of the kids presented in the descriptions, eg: What is Salomé doing?

Use the images added to the description to work on the action word that can be used to describe what these kids are doing at the moment of speaking.

8. To work more on the language notion “present continuous” explore the

## Time suggested

120 minutes

## Necessary materials

Clock worksheet  
Telling the time around the world\_worksheet  
Worksheet\_Let's practice



## Instructions

## Pre-post

9. After exploring different ways in which we can tell the time, it is your students' turn to practice on their own. To do this, you can work on any of the following activities:

A. Create with your students a list of activities. Activities that might represent their preferences, their likes or the activities they consider are common in our context

Then, organize those activities into a survey. You can take a look at the template provided to understand this proposal better. The idea is to ask students to interview their classmates or their relatives and collect information about the activities that they do in their everyday life and in their free time. Also, you can focus this activity on the use of present progressive to describe actions that are performed at the moment of speaking. It all depends on what you want to emphasize on.

Ask your students to carry out the survey and do it forget to tell them to take notes about the answers their classmates or relatives give them.

Once students have the information, you can ask them to write short but complete sentences to describe the activities people do. You can also ask them to find out similarities and differences. Remember that the survey incorporates action words but the focus is on the expressions used to tell the time.

B. You can ask students to create their own version of "Telling the time around ...". You can ask them to select 3 other countries they would like to learn more about and investigate about the activities that people usually do in those places and at what time. They will have to create their own poster, including a picture to represent the action and a photo to represent people from these countries. Then, your students can share with the rest of the class what they investigated about activities around the world.

C. You can also encourage your students to write and draw about one of their favorite people. You can ask them to:

\* Ask these questions to a person they are curious about:

-Where do you live?

-What time is it?

-Where are you?

-What are you doing?

\*Students need to collect this information and then draw the person they interviewed and write a short description about him/her.

## Time suggested

120 minutes (it depends on the activity that you decide to implement in class)

## Necessary materials



# What time is it? Telling the time



## CLOCK



You can hang a clock on the wall

A clock is larger in size as compared to a watch.

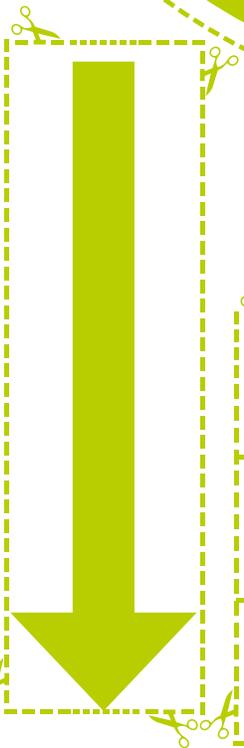
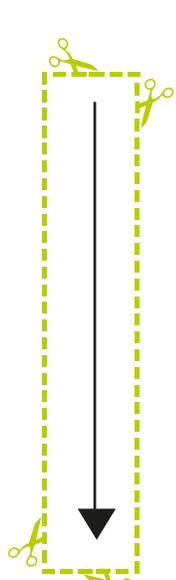
## WATCH



You can wear a watch on your wrist

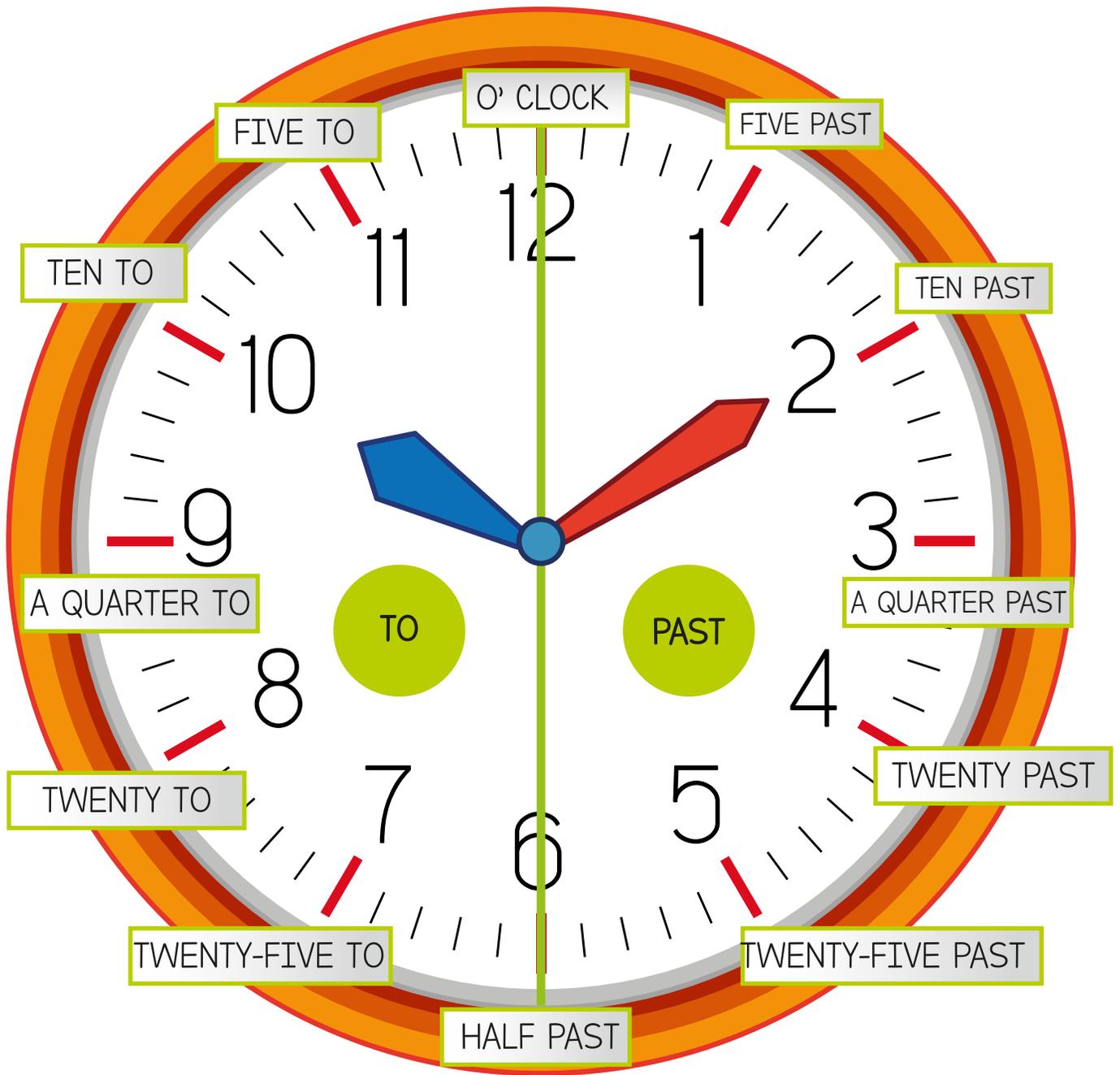
It has a strap

**What is the difference between a clock and a watch?**



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

semilla  
kids  
Bilingüe



# Telling the time around the world!



Bonjour! My name is Marie and I am from Marsella, France. It is two o' clock in the afternoon. At this time, I usually do homework and then I usually walk my dog "Felix"



Ciao! My name is Luca, I am from Florence, Italy. It is ten past four in the afternoon. I am doing homework right



Hola! My name is Salomé. I am from Bogotá, Colombia. It is five to ten in the morning. I am at school, I am taking English class in this moment!



Good morning! My name is Laura and I am from New Mexico, United States. It is half past seven in the morning. I am getting ready to go to school!



Boa noite! I am Carlos, from Sao Paulo, Brazil. It is Twenty-five to ten p.m. I am reading a book right now before going to sleep.



Sawubona! I am Salomon from South Africa. It is a quarter past eight in the morning. I am helping my mom to prepare breakfast.

SEMILLA  
kids  
Bilingüe.





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Sawubona! I am Salomon from South Africa. It is a quarter past eight in the morning. **I am helping my mom to prepare breakfast.**

What is the difference between these two



**I usually do homework**

**I am doing homework right now!**

Grammar



Simple present  
\* Regular actions or situations  
\* Facts

Present continuous  
\* Actions in progress  
\* Temporary actions or situations



# What time is it? Telling the time

Interview a friend or a relative and take notes of their answers

ACTIVITY	NAME	QUESTION	ANSWER
TAKE A SHOWER	Your mom:	What time do you _____ _____	

