



TELLING THE TIME • GENERAL ENGLISH • ELEMENTARY (A1)

lesson overview ★

What this lesson covers and where it is going.

This lesson teaches the learner to say the time, to ask for it, and to talk about their own day. It is not a numbers course and it is not a grammar lesson. The language is for real moments: joining an online class, reading a work schedule, catching a bus, and arriving on time for an appointment.

The central question is simple: **“What time is it, and what time do you do things?”** The learner meets clock language with pictures, watches two people teach it in a short video, practises it in a two-person conversation, and finishes by talking about their own real day.

Learning Objectives

By the end of the lesson, the learner will be able to:

1. Say the hours and the minutes needed to tell the time.
2. Use basic clock words: clock, time, hour, minute, o'clock.
3. Ask “What time is it?” and answer it.
4. Say o'clock, quarter past, half past and quarter to from a clock face.
5. Name common daily activities: get up, have lunch, start work, go to bed.
6. Say and ask when they do things in their own day.

Lesson Flow and Timing

#	Section	Time
1	Warm-Up: Match the Clocks	5 minutes
2	Clock Words	7 minutes
3	Video	7 minutes
4	Telling the Time (<i>main focus</i>)	10 minutes
5	Ask and Answer	6 minutes
6	My Day: Daily Activities	7 minutes
7	Listening: Two People, One Schedule	5 minutes
8	Talking About My Day	7 minutes
9	Real-Life Task: Reading a Timetable	4 minutes
10	Review	2 minutes
	Homework & Crossword	separate from class time

Timings are pacing guidelines only. Never cut content to hit them.



Telling the Time

Tick-Tock, Around the Clock Let's Learn to Tell the Time!

Level: Elementary (A1 CEFR)

Duration: 60 minutes · 1:1 Online Coaching

Skill Focus: Speaking, Listening, Vocabulary, Reading

Language Focus: o'clock, quarter past, half past, quarter to; What time is it?; I get up at...

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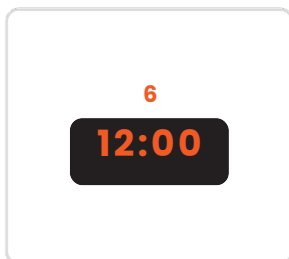
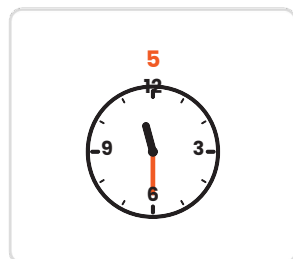
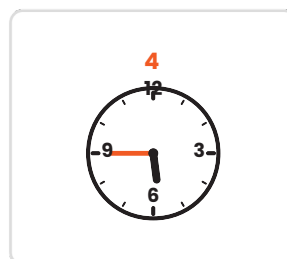
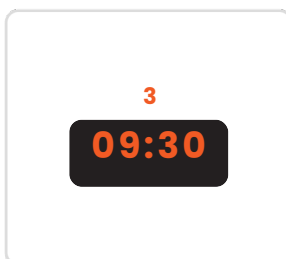
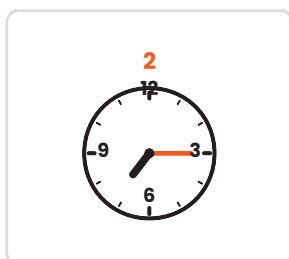
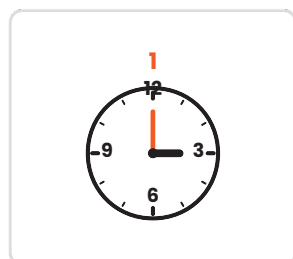
My Daily Routine





1 warm-up — match the clocks

Look at the clocks. Match each time to a clock.



	Time	Clock (1–6)
A	It's quarter to six.	☐
B	It's three o'clock.	☐
C	It's half past nine.	☐
D	It's quarter past seven.	☐
E	It's twelve o'clock.	☐
F	It's half past eleven.	☐

Let's Talk

1. What time is it now?
2. What time did you get up today?
3. Do you use a clock or a phone?



**2 clock words**

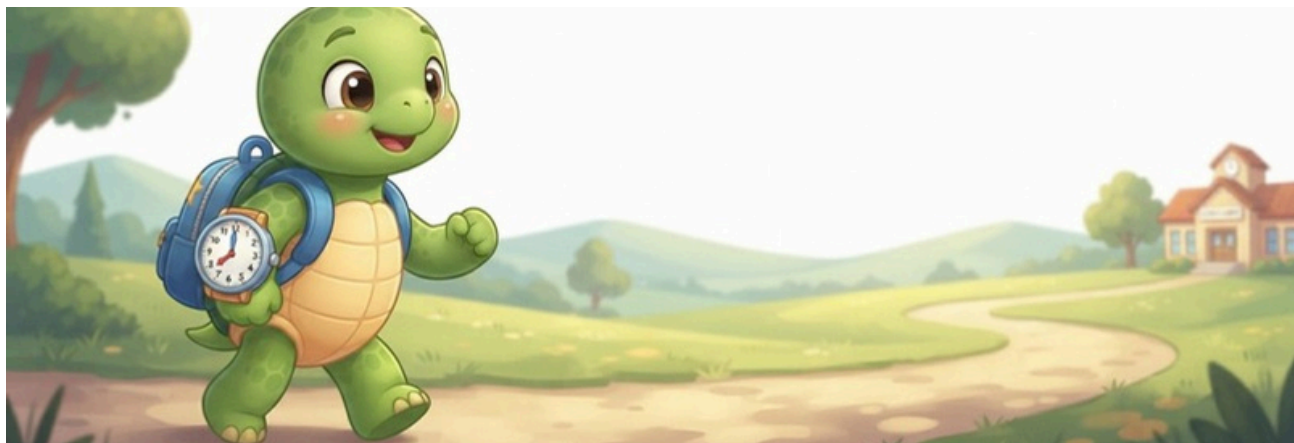
Read, repeat, and master these words before reading the article.

THE PICTURES ARE MIXED UP

No word is next to its own picture. Write the correct letter (A–H).

#	Word	Answer	Pic.	Picture
1	3 o'clock		A	
2	hand		B	
3	4 o'clock		C	
4	quarter past 5		D	
5	12 o'clock		E	
6	quarter past 12		F	
7	half past 5		G	
8	quarter to 6		H	

- ♦ **On a phone:** we often say the numbers. 8:15 is **eight fifteen**. 9:30 is **nine thirty**. We use **a.m.** for the morning and **p.m.** for the afternoon and evening.





2

clock words — label the clock

Write the words in the lines. Use the word bank.

WORD BANK

o'clock · quarter past · half past · quarter to · little hand (hours) · big hand (minutes)

12 → _____

9 → _____



_____ ← 3

_____ ← 6

short hand → _____ long hand → _____

- ◆ Keep this page open. This clock helps you in every part of the lesson. **12 = o'clock · 3 = quarter past · 6 = half past · 9 = quarter to**

- **Online:** your teacher shares the clock on the screen. You can write on it with the pen tool, or just say the words.





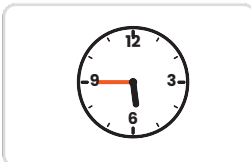
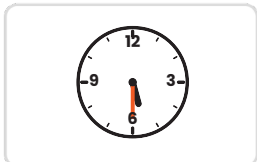
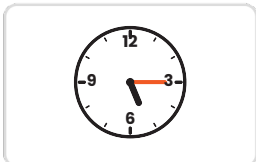
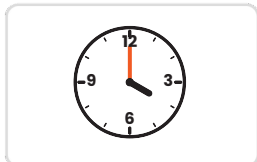
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video

Watch the video. Melisa teaches Emily to tell the time.

**SCAN
ME**

► **Video:** How to Tell the Time — youtube.com/watch?v=4jn2-Jv7DoE (transcript at the back of this lesson)

Before Watching — What can you see?**Part A — Circle a, b or c.**

- Melisa says the little hand shows the...
a) hours **b)** minutes **c)** seconds
- Melisa says the big hand shows the...
a) hours **b)** minutes **c)** numbers
- When the big hand is on the **12**, Melisa says it's...
a) half past **b)** quarter to **c)** o'clock
- When the big hand is on the **6**, Emily says it's...
a) half past five **b)** quarter past five **c)** five o'clock
- When the big hand is on the **9**, Emily says it's...
a) quarter past six **b)** quarter to six **c)** half past six

3

video — part b

Watch again. Write one word in each line.

WORD BANK

past · to · five · fives · passed

- Melisa says: a quarter of the hour has _____.
- When the big hand is on the three, we say it's quarter _____.
- Emily first says "quarter past _____?" with a question in her voice. Then she gets it right.
- After half past, we count the minutes _____ the next hour.
- For other times, Melisa says we count the minutes in _____.

◆ **It's normal to check.** Emily is not sure at first. She says the time with a question in her voice, and then she is right. You can do the same.

- **Teacher note:** the video is playful and made for younger viewers. The pizza is fine for one watch — most adults enjoy it. Everything else in this lesson uses adult contexts: work, lunch breaks and online classes.



4 telling the time

Look, listen and repeat. The big hand shows you the words.

1 • O'clock — big hand on 12



It's four **o'clock**.



It's seven **o'clock**.



It's nine **o'clock**.



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

2 • Quarter past — big hand on 3



It's **quarter past** five.



It's **quarter past** two.



It's **quarter past** eight.

3 • Half past — big hand on 6



It's **half past** five.



It's **half past** three.



It's **half past** ten.

4 • Quarter to — big hand on 9



It's **quarter to** six.



It's **quarter to** two.



It's **quarter to** ten.

◆ **Say it with me:** It's **QUAR**-ter past five. It's **HALF** past five. It's **QUAR**-ter to six.





4

telling the time — practice

Counting in fives, then say the times.

Counting in Fives — Circle a or b

You only need to understand these. You do not need to say them yet.

1



- a) ten past two
b) ten to two

2



- a) twenty to four
b) twenty past four

3



- a) twenty-five to eight
b) twenty-five past seven

4



- a) twenty to ten
b) twenty past nine

5



- a) five past eleven
b) five to twelve

Practice A — Say It

Look at the clock. Say the time.

1



2



3



4



5



6



7

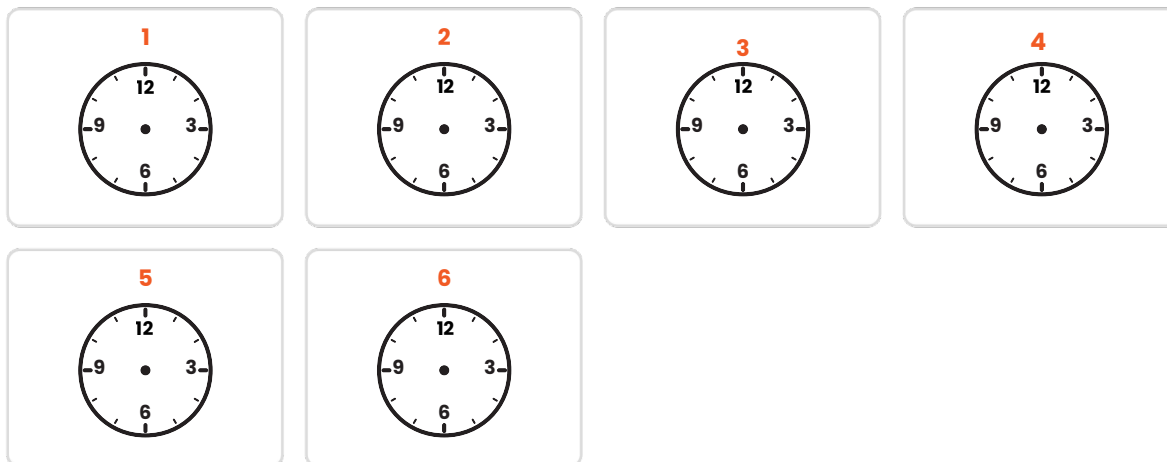


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**4** **telling the time — draw the time**

Practice B: your teacher says a time. You draw the hands.



◆ **Remember:** the **short** hand is the hours. The **long** hand is the minutes.

Now swap

You say a time. Your teacher draws it. Say six times.

- **Online:** draw on the shared screen with the pen tool. No pen tool? Say where the hands go: "The big hand is on the six."

5 **ask and answer**

Ask the time. Answer the time.

A: Excuse me, what time is it?

B: It's half past two.

A: Thank you.

Six Rounds

Your teacher asks. You answer. Then you ask.



◆ **You can also say:** Sorry, I don't have my watch.



6

my day — daily activities

Look, listen and repeat.



get up



have breakfast



start work



have lunch



finish work



go home



have dinner



watch TV



go to bed

Use at with the time: I get up **at** seven. · I have lunch **at** twelve. · I go to bed **at** eleven.

- **Teacher note:** adults have different days. Night-shift and remote-work answers are correct.

6

my day — put the day in order

Write 1 to 6 in the boxes. 1 = first.



have lunch



go to bed



get up



have dinner



have breakfast



start work

Now say it

First, I **get up**. Then I **have breakfast**. Then I **start work**...

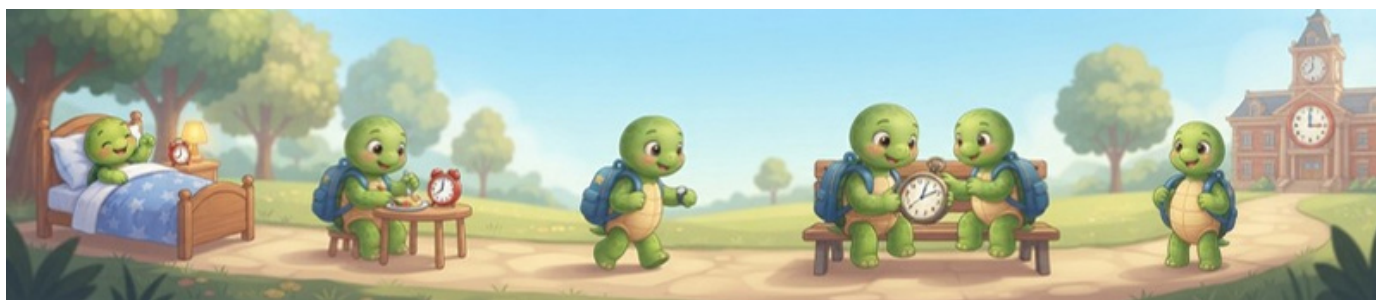
Say all six activities in order.



7

listening — two people, one schedule

Adam and Nina plan their week. Listen and write the times.

**Listen and complete the timetable**

You will listen two times.

Day	What	Time
1 Monday	coffee with Nina	_____
2 Tuesday	Adam's English class	_____
3 Wednesday	the gym	_____
4 Thursday	dinner with family	_____

- **Online:** you can type the times in the chat box if speaking is hard to hear.





8

talking about my day

Write your own times. Then say the sentences.

Activity	My time
1 get up	_____
2 start work	_____
3 have lunch	_____
4 finish work	_____
5 go to bed	_____

SENTENCE STARTERS

I get up at ____ . I start work at ____ . I have lunch at ____ . I finish work at ____ . I go to bed at ____ .

Model

I get up at half past six. I start work at nine o'clock. I have lunch at twelve.

Now ask and answer

1. Your teacher asks: What time do you get up?
2. You answer with a full sentence.
3. Now **you** ask your teacher: What time do you...?
4. Ask three questions.





9

real-life task — reading a timetable

This is an online English course. Find the answers in the table.

Day	Class	Starts	Finishes
Monday	Grammar	7:00	8:00
Tuesday	Speaking	5:30	6:30
Thursday	Listening	6:30	7:15
Friday	Writing	10:00	11:00

1. What time does the Monday class start?

2. Which class is at half past six?

3. How long is the Tuesday class?

4. Is there a class at nine o'clock on Friday?

10

review

Five quick questions. Say your answers out loud.

#		Your answer	✓
1	Say this time. 	_____	☐
2	What time is it? 08:30	_____	☐
3	Name this activity. 	_____	☐
4	Say one sentence with at and a time.	_____	☐
5	What time do you go to bed?	_____	☐

♦ **You pass with 4 out of 5.** Your pronunciation does not need to be perfect. A clear answer is a good answer.



homework

5–10 minutes. Do this before the next lesson.

Main task

Write four real times from today. Write one sentence for each.

- What time did you get up?
- What time did you start work?
- What time did you have lunch?
- What time did you go to bed?

Model

I got up at seven o'clock.

I started work at half past eight.

WORD BANK

o'clock · quarter past · half past · quarter to · get up · start work · have lunch · go to bed

SENTENCE STARTERS

I got up at _____. I started work at _____. I had lunch at _____. I went to bed at _____.

Optional speaking homework

Record a 30–60 second voice message. Say the four times.

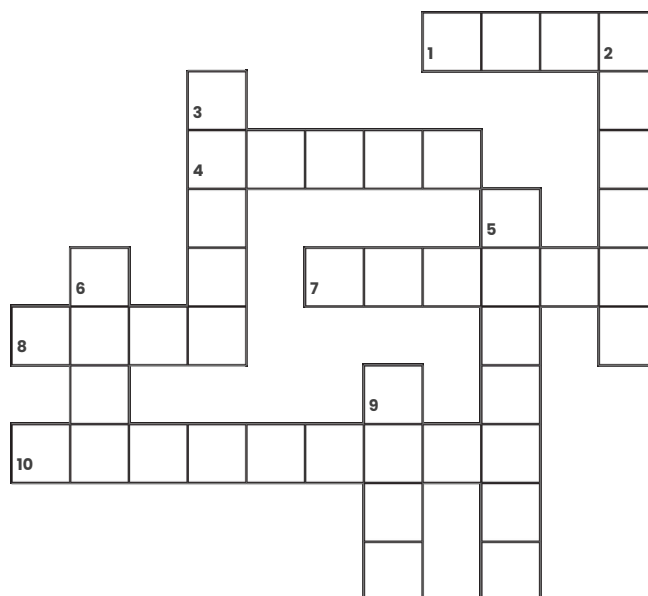




11

bonus — crossword puzzle

Look at the picture. Write the word.

**ACROSS**

1. The big ___ shows the minutes. (4 letters)

4.  (5 letters)

7. Sixty seconds. (6 letters)

8.  (4 letters)10.  (9 letters)**DOWN**2.  (6 letters)3.  (5 letters)

5. It's ___ past five. (7 letters)

6. Sixty minutes. (4 letters)

9. It's ___ past six. (4 letters)





video reference

What is in the video?

In this short cartoon, **Melisa** teaches **Emily** how to tell the time, using a pizza to make it fun. First they look at the clock and its two hands: the little hand for the hours and the big hand for the minutes. Then Melisa shows the four key positions of the big hand — on the 12, on the 3, on the 6 and on the 9. Emily tries each one and gets them right. At the end, they count the minutes in fives, first past the hour and then to the next hour, and Melisa repeats the four key positions one more time.

Who's in the video

Name	In the video
Melisa	The teacher. She explains the hands of the clock and the four key positions.
Emily	The learner. She answers Melisa's questions and practises each new time.

● **If the video does not work today:** your teacher reads eight times aloud. You point to the right clock picture.



video transcript

How to Tell the Time— [youtube.com/watch?v=4jn2-Jv7DoE](https://www.youtube.com/watch?v=4jn2-Jv7DoE) · **Speakers: Melisa and Emily**

MELISA: Emily, do you know what time it is? EMILY: No, what time is it? MELISA: It's pizza time! EMILY: Mmm, yum! MELISA: Hey, wait! Today we're going to learn how to tell the time ... with a pizza! EMILY: Oh, OK! MELISA: OK, before we start, we have to know a couple of things. EMILY: This is a clock, right? MELISA: Yes, and these are its hands. The little hand shows us the hours and the big hand shows us the minutes. When the big hand is pointing to the twelve, we say it's o'clock. Now it's four o'clock. So, Emily, what's the time now? EMILY: Mmm, now it's five o'clock! MELISA: Very good! When the big hand is pointing to the three, we say it's quarter past. EMILY: Mmm, why do we say it's quarter past? MELISA: Because a quarter of the hour has passed! So, what's the time? EMILY: Now it's quarter past ... five? MELISA: Perfect! When the big hand is pointing to the six, we say it's half past. EMILY: Because half of the hour has passed! So, now it's half past five! MELISA: Fantastic! And, finally, when the big hand is on the nine, we say it's quarter to. EMILY: So now it's quarter to six! MELISA: Perfect! But, what happens when the big hand isn't on the twelve, the three, the six or the nine? EMILY: Pff, I don't know! MELISA: Well, we count the minutes in fives. So, now it's five past six, it's ten past six, it's quarter past six ... EMILY: ... it's twenty past six, it's twenty-five past six, it's half past six ... MELISA: Wait a minute! After half past, it changes. Then we count how many minutes there are before the next hour. It's twenty-five to seven, it's twenty to seven ... EMILY: I see! It's quarter to seven, it's ten to seven ... MELISA: That's right! EMILY: What time is it? I'm hungry! MELISA: It's pizza o'clock! EMILY: Yes! MELISA: We hope you have fun learning to tell the time with us! MELISA AND EMILY: Goodbye! MELISA: Remember! To tell the time: When the big hand is on the twelve, we say it's o'clock. When the big hand is on the three, we say it's quarter past. When the big hand is on the six, we say it's half past. When the big hand is on the nine, we say it's quarter to. For other times, we count the minutes in fives. That's it! Now you can practise telling the time.



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