MATHS
Time.

1 Match.

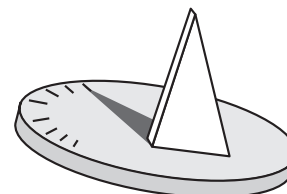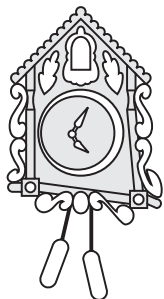|	
60 seconds	1 year
60 minutes	1 day
24 hours	1 millennium
7 days	1 year
365 days	1 minute
52 weeks	1 week
12 months	1 hour
10 years	1 century
100 years	1 decade
1,000 years	1 year

2 Write.

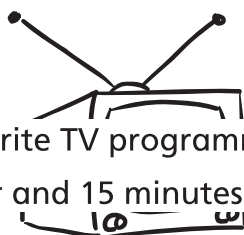**a** How many hours are there in 9 days? _____

b How many seconds are there in 10 minutes? _____

c How many days are there in 11 weeks and 3 days? _____

d How many months are there in 15 years and 6 months? _____

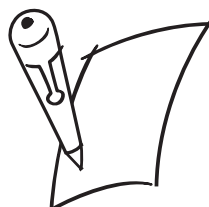**e** How many decades are there in a century? _____

3 Write.

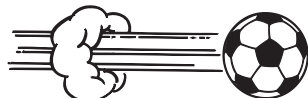**a** Your favourite TV programme starts at 6 o'clock and lasts 1 hour and 15 minutes. What time does it finish?
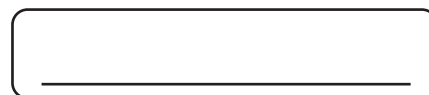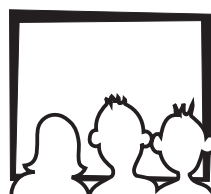
6:00   88:88

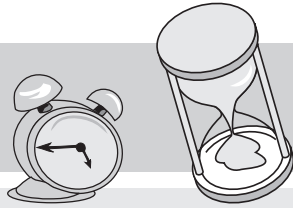**b** A football match starts at 9.15 and lasts 90 minutes. What time does it finish?

9:15   88:88

c Your English lesson lasts 50 minutes. It finishes at 11.20. What time does it start?

88:88   11:20

d A film starts at 7:50 and finishes at 10:05. How long does the film last?

TEACHER'S NOTES

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Time.

Aim
• To study different units of time.

Language focus

Key vocabulary: *second, minute, hour, day, week, month, year, decade, century, millennium.*

Key language: *There are 60 seconds in a minute. Three times three equals nine. Ten plus three equals thirteen. How many hours are there in a day? What time does school start? School starts at half past eight. The football match lasts 90 minutes.*

Materials
• Worksheet.
• A calendar and a clock.

Warm-up

• Ask a pupil to write the date on the board. Ask what day it is. Tell the class what your favourite day of the week is and why, eg, *My favourite day is Friday. On Fridays I finish school at 2 o'clock, I go home, have lunch and go out with my friends. In the evening I go to the cinema or have dinner in a restaurant.* Ask a pupil *What is your favourite day?* Ask some questions about time, eg, *What time do you _____?* Repeat with different pupils and then follow the same procedure for *favourite month* or *favourite season.*

Completing the Worksheet

Activity 1

• Show the pupils a calendar and ask them questions about time, eg, *How many days are there in a week? How many hours are there in a day? How many minutes are there in an hour? How many seconds are there in a minute? How many days are there in a year?* Here you can explain that there are 365 days in a year except for leap years (every four years), which have 366 days (29 days in February instead of

28). *How many months are there in a year? How many years are there in a decade? How many years are there in a century?* etc.

• Go through the words in Activity 1 with the class. Encourage the pupils to repeat the words after you.

• Pupils work in pairs or small groups to match the words in the two columns. Check answers with the class.

Answers: 60 seconds=1 minute; 60 minutes=1 hour; 24 hours=1 day; 7 days=1 week; 365 days=1 year; 52 weeks=1 year; 12 months=1 year; 10 years=1 decade; 100 years=1 century; 1,000 years=1 millennium

Extension activity

Ask the class *7 days?* and encourage the pupils to say *1 week!*. Continue with *52 weeks? 60 minutes?* etc. Pupils can then continue in small groups.

Activity 2

• Write some simple multiplications on the board, eg, *3 x 3 = ?, 5 x 9 = ?, 11 x 3 = ?* Do them together with the class and teach them the language: *Three times three equals nine.* Point out *times* and *equals.*

• Ask the class *How many hours are there in a day? 24! How many hours are there in three days? 72!* Explain this calculation on the board: *There are 24 hours in a day, so in 3 days there are 24 hours times 3. 24 x 3 = 72 (twenty-four times three equals 72).* Continue with *How many minutes are there in 2 hours and 10 minutes? 2 x 60 = 120. 120 + 10 = 130 minutes!* Teach the language: *120 plus 10 equals 130.* Do some more examples, eg, *How many seconds are there in 6 minutes? How many days are there in 8 weeks and 3 days? How many months are there in 7 years?*

• Ask the pupils to do Activity 2. Invite some pupils to come to the board to explain their answers.

Answers: **a**-216 hours; **b**-600 seconds; **c**-80 days; **d**-186 months; **e**-10 decades

Extension activity

Write on the board *How many _____ are there in _____?* Encourage the pupils to write some quiz questions similar to the ones in Activity 2. Then put them in small groups to take turns to read their questions. The other members of the group listen and work out the answers. Alternatively, invite some pupils to come to the front of the class and read their questions. The class listens and pupils call out the answers.

Activity 3

- Show the pupils a clock or draw one on the board. Practise telling the time until the pupils are fluent with the language, eg, *It's three o'clock. It's half past nine. It's five to eleven.*

- Ask the children *What time does school start? What time does school finish?* Invite a pupil to draw two clocks on the board showing the times. Ask *How long are you in school every day?* Work out the answer together with the class. Explain that *how long* refers to time and it means how many minutes, hours, days, weeks, etc. Do a few more examples, eg, *What time do you usually go to bed? What time do you usually get up? How long do you sleep? What time does this class start? What time does*

it finish? How long does it last? Make sure the pupils understand the meaning of the verb *to last* in this context.

- Ask the pupils to read the questions in Activity 3 and work out the answers. They write the times on the clocks in questions 1-3 and answer question d.

Answers: **a**-7.15; **b**-10.45; **c**-10.30; **d**-2 hours and 15 minutes (or 135 minutes)

Extension activity

Tell the pupils about your daily routine, eg, *Every day I have lunch. Every day I have a shower. Every day I watch TV.* Encouarge some pupils to make sentences about their daily routine using *Everyday I _____.* Explain how long you take to do certain things, eg, *I take 30 minutes to have lunch. I take 5 minutes to have a shower.* Ask questions, eg, *How long do you take to have breakfast?* and encourage pupils to answer using *I take _____ to _____* (write this on the board). Encourage them to find differences between different pupils, eg, *I take 10 minutes to walk to school but Ana takes 30 minutes.*