

# 3

## Right on time

<p><b>Coverage</b></p> <p>This unit is about time. It covers reading and writing times on analogue and digital clocks and watches and reading and writing dates in different standard forms. At this level learners cover only 12-hour clocks and the quarter hours: they do not cover the 24-hour system or intermediate times. The unit gives many examples of dates and times in lists, tables and on block graph diagrams. Learners extract information from lists, tables and diagrams and draw up their own to convey information.</p>	<p><b>Skills</b></p> <p><b>MSS1/E2.3</b> read and record time in common date formats</p> <p><b>MSS1/E.24</b> read and understand time displayed on analogue and 12-hour digital clocks in hours, half hours and quarter hours</p> <p><b>HD1/E2.1</b> extract information from lists, tables, simple diagrams and block graphs</p> <p><b>HD1/E2.5</b> represent information so that it makes sense to others (eg in lists, tables and diagrams)</p>
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Resources needed for effective teaching of this unit:

Demonstration	Group	Pair or individual
Digital watch or clock	Paper	Paper
Analogue clock	Pens or pencils	Pens or pencils
Large sheet of paper	Ruler	Class timetable
Felt-tip pen		Ruler
Selection of items that show different 'use-by' dates		
Various bus and train timetables		
TV listings from newspapers		
List of term dates		
Diaries		
Calendar with one page for every month		

### Reminder

In the Links, H means Help, E means Extension and M means Mini-project.

## Remember

Throughout the unit, be aware of the reading needs of learners.

You may need to read out parts of the text.

Words **highlighted in bold** will need particular clarification.

## Context

- Discuss the scenario as a group.
- Some learners may not have children of their own, but they may have friends who do. Every learner needs to get to classes on time and to know term and holiday dates.

## Stimulus questions

- How many clocks do you have around your home?
- Where are the clocks you rely on most?
- How do you spend your time during the day?
- Do you use a diary? When is it most useful?
- Do you use a calendar? What do you write on it?
- Do you use bus or train timetables to plan your journeys?

Keep the discussion general at this stage, so that learners can share knowledge and experience.

## Pages 2 and 3 What's the time?

### Ways in which time may be written

Learners should write time in numbers in the form 8:15. They will come across the standard timetable way of writing this – 8 15 and should realise that this is a printed form of the time. They should *not* write time as 8.15 as this leads to confusion with decimal points.

### Introduction to activity 1

- As a group, discuss ways of finding out the time without using a clock, for example, by asking someone, listening to the radio, or by dialling the time on the phone.

- Ask learners to think of situations in which they see times written down, for example, notification of an appointment, on a computer screen, or on a train departure board.
- Explain that there are 24 hours in a day but that for everyday purposes the day is divided into two lots of 12 hours.
- Point out that there are several different ways of saying a time and of writing it.

### Activity 1

- Ask learners to look at their watches and to see whether they are digital or have hands.
- Some learners may have watches that use the 24-hour system. If this comes up, refer back to the fact that there are 24 hours in the day and explain the system briefly. Emphasise that this level of the curriculum only practises 12-hour clock times.
- Learners fill in times on blank digital watch faces and read the time from a digital watch.

### Activity 2

- Show learners an alarm clock or other analogue clock.
- Explain that the shorter hand points to the hour and that the longer hand points to 12 when it is o'clock, i.e. the round hour.
- Change the hands of the clock to show different o'clock times.
- Learners draw a short hand and a long hand on each clock face.

### Activity 3

- Explain that there are 60 minutes in an hour. Point out the relationship between half an hour and 30 minutes; similarly for a quarter of an hour and three-quarters of an hour.
- Ask learners to suggest things that might last an hour; half an hour; a quarter of an hour; a minute.
- Learners answer the questions by linking the number of minutes to quarters and half of an hour.
- Explain that instead of saying three-quarters past one hour, we say a quarter to the next hour.

## Activity 4

- Learners practise converting times that involve quarter and half hours.
- Point out that when you tell the time on a clock with hands, you usually use o'clock, half past, and so on, but that you don't have to.
- Similarly, when you tell the time from a digital clock, you often say 3:15 rather than a quarter past three, but that you can say either.

**LINKS: H1**

## Pages 4 and 5 What's the date?

### Introduction to activity 5

- As a group, discuss dates that are important in learners' lives, such as date of birth, date they were married, and so on.
- Discuss dates in the near future that they have to remember, such as hospital appointments, visits, parties, half-term holidays, end of term.
- Point out that some arrangements can be remembered by the day of the week, such as 'I'll see you on Thursday.' But the date is only completely clear when you give the day, the month and the year.

## Activity 5

- Explain that the year is divided into 12 months.
- Ask the group which month it is now.
- Talk about different months, for example, ask them if anyone has a birthday this month, or which month their birthday is in.
- Have a large sheet of paper with the months written on it, in order and in large letters. Show how the first three letters of the names of the months are used as a short form.
- Write the number beside each month.
- Learners will have to learn the months in the correct order but for this activity the order is given on the learner material.
- Learners practise abbreviating months using letters and then using numbers.

## Activity 6

- This activity introduces writing dates, showing the day of the month, the month and the year.
- Learners do not need to remember how many days are in each month, but they need to be aware that there are up to 31. Explain that most months have 31 days, but that April, June, September and November each have 30 days. February usually has 28 days but has 29 days in a leap year (every four years).
- As a group, talk about days of the month. Point out that days of the month are not tied to days of the week and that a month can begin on any day of the week.
- Talk about years and the change in date from 1999 to 2000. Explain that years can be written using all four numbers or just the last two. Emphasise that you must have two numbers to show the year so the year 2006 is shown as zero six (06).
- The activity can be done as a group, or individually, following the group discussion. It deals with different ways of writing a date.

## Activity 7

- Have a selection of items and packaging with 'use-by' dates to pass around. Make sure you have enough examples for learner's to have one each. The examples can be empty or unused packets.
- Explain what is meant by 'use by' and 'best before'. Ask learners to find the use-by date on their piece of packaging.
- Point out that sometimes the words 'use-by' or 'best before' don't appear, just the date.
- Discuss what might happen if you eat food after the use-by date. Discuss how accurate learners think these dates are.
- The activity gives a number of different ways that the use-by date can appear on packaging. Learners have to write this date in the standard written form.

**LINKS: H2, M1**

## Pages 6 and 7

### Reading timetables

#### Introduction to activity 8

- As a group, discuss how learners find out the times of trains. Perhaps they phone and ask for times. Phoning is fine when you know roughly what times you want to travel. A timetable gives all the trains and so gives you more choice.
- Have a selection of bus and train timetables. Point out that the times are presented in a list.
- Ask learners what journeys they have to make and what timetables they might use. Timetables are used for buses, planes and other forms of transport. For example, timetables at a local bus stop give the time of the last bus.

#### Activity 8

- Explain the terms **arrival** and **departure**.
- This activity gives learners practice in reading a simple timetable.
- Many train timetables give all the stations on the route and so are more complicated than this timetable. For simplicity the times at the intervening stations have been left out.
- Point out to learners that they have to read along the top line to get departure times and across the bottom line to get arrival times.
- The times 10:30 and 10:45 appear both as departure times and as arrival times. This may confuse some learners.
- Learners can work individually or in pairs. If learners are reasonably confident, they can work individually and then check their answers with another person.

#### Activity 9

- Point out to the group that lists of times are used in other situations as well.
- Pass around some examples of TV listings from newspapers.
- This activity gives practice in reading a list of times. It also asks learners to relate one time to the other, i.e. to understand from the list when a programme ends as well as reading when it begins.
- Learners can work individually or in pairs.

#### Activity 10

- Every learner should have a class timetable.
- As a group, discuss how many subjects different people are studying and how many classes there are in each.
- The activity gives practice in reading times from a timetable.

#### Activity 11

- This activity deals with how much time is spent doing a particular activity.
- Ask the group what sort of activities they do that take up several hours on particular days. Examples are jobs, housework, community service.
- The information is given as a simple table. It is then shown as a block graph.
- Learners work individually.

*LINKS: H3, E1, M1, M3*

## Pages 8 and 9

### Reading a calendar

#### Introduction to activity 12

- As a group, discuss the dates that learners' terms begin and end. Perhaps they are issued with a list of these dates. If so, have a copy of the list to hand.
- Talk about the next date in the list: the end of term or the dates for half-term.
- Discuss why these dates are decided in advance, i.e. that both learners and teachers need to know when classes begin and end, and when the holidays are.
- Point out that a list is the shortest and clearest way to present the information.

#### Activity 12

- This activity gives practice in reading a list of term dates.
- The dates for half-terms are given as the weekdays when there is no school.

- Point out that there is a weekend between the last day of teaching and the first day of half-term, as given here. Show that there is another weekend at the end of the half-term date given here.
- The activity should be done individually.

### Activity 13

- Learners who support a particular football team will have a particular interest in fixture lists.
- Make sure that learners who are not interested in football know what 'home' and 'away' mean.
- The activity involves reading the list to extract information and should be done individually.

### Activity 14

- Ask the group whether they use a calendar or diary to record dates of appointments, visits, and so on.
- Have a calendar ready.
- A calendar shows a month at a time.
- If possible have an old calendar that you can tear off the pages and pass them around.
- Explain how the calendar works, with the days along the top and the dates in the boxes below the days.
- You read a calendar from left to right across the row, starting with the first row and finishing with the bottom row.
- Point out that the first day of a month does not usually start on the first square of the calendar.
- Be aware that if there are one or two days in a week at the beginning or end of a month, some calendars show these dates in the same square as the previous week.
- Compare the day for the last date of one month with the day for the first date of the next month. Point out that one follows the other.
- The activity gives practice in reading the dates on a calendar. It can be done individually or in pairs.

**LINKS:** H4, E2, M1

## Pages 10–12 Making plans

### Introduction to activity 15

- The importance of lists of dates has already been discussed in activity 13.
- Drawing up a list is a useful way of giving other people information.
- As a group, discuss situations in which learners might have to give someone a list of times or dates. Possible examples are dates when they are available to babysit for a friend, or when they might visit a parent or grandparent.

### Activity 15

- This activity involves making a list of dates of children's parties.
- Learners are asked to make a list of their own family's birthdays. The list should be written in date order. 'Family' can mean their own children, and/or their parents, brothers and sisters. It can also mean step family, foster families, or simply a group of people whose birthdays the learner knows.
- For question 3: as a group, ask each person when their birthday is. Each learner writes down the dates and then makes a list in date order.
- Note this activity is about **birthdays**, not dates of birth. It involves putting the **months** in order and then putting the days in order within the same month.

### Activity 16

- This activity involves completing then drawing up a timetable.
- Remind learners of the work they did on reading a timetable in activity 10.
- Learners can use the layout of that timetable to guide them in drawing up these timetables.

**LINKS:** M1, M2

## Pages 13 and 14 Help

### H1

- Learners work individually.
- Remind learners of different ways of writing times.

### H2

- Learners work individually or in pairs.
- Discuss the purpose of bank holidays – to celebrate religious festivals, to give people a day off work.
- Discuss festivals that are holidays in other religions and in other countries (e.g. independence day in various countries, Eid, Yom Kippur).
- Discuss why the dates for Easter vary from year. (Dates for Easter are calculated according to the date of the full moon.)

### H3

- Learners work individually.
- Note that times for flights are usually listed in the 24-hour system, but those here are in the 12-hour system.
- Discuss local time, how the Earth's spin means that time in one part of the world is different from that in another.

### H4

- Most people have phones, either a landline and/or a mobile phone. Bills from BT list calls over 40p by date and time. Mobile phone companies also list bills by date and time.
- Phone bills use the 24-hour system but times are given here in the 12-hour system.
- This activity involves reading dates and times from a list.

## Page 15 Extension

### ↑ E1

- Learners work individually or in pairs.
- This activity involves reading a train timetable that shows three stations. This is the way printed timetables for individual towns and routes are sometimes shown.
- Printed timetables usually use the 24-hour system.

### ↑ E2

- Learners work individually or in pairs.
- This activity involves reading and using a calendar.
- It extends the previous activities by involving times as well as date.

## Page 16 Mini-projects

### M1

- Learners should be briefed about this project in advance so that they can find out train times before the class.
- Remind learners of the meaning of terms 'depart' and 'arrive'.
- The project involves reading times from timetables and using dates.
- Learners need to access train times from printed timetables, timetables on the Internet, or by phoning the number for train enquiries.
  - Note that printed timetables and timetables on the Internet all use the 24-hour system.
  - In order for learners to navigate the timetables, they need to be told to add 12 to times from 1:00 pm.
- Learners can work individually, or if some learners do not find out the information needed, they can work in pairs or small groups.
- Learners can fill in the blank tables provided, or they can draw up their own.

## **M2**

- Learners work in class in groups of 5 or 6 people. (The more people in the group the more bars in the block graph they will need to draw.)
- Each group decides what activity they will measure.
- Remind learners that doctors recommend that everyone should exercise regularly to be healthy. In particular, we should do exercise that increases our heart rate for 20 minutes three times a week. Exercise includes fast walking, jogging, cycling, exercises in the gym, and active sports.
- Learners use the information collected to draw a bar graph.

## **M3**

- At home or in class, learners find out how to use a TV guide or newspaper to find out when the main news is shown on BBC1 on a weekday.

## **Pages 17 and 18**

### **Check it**

- Use these questions to assess how learners have coped with the skills in this unit. Ask learners to indicate the areas in which they would like more help.

### ***How am I doing?***

Learners should complete this individually, with teacher support where necessary.