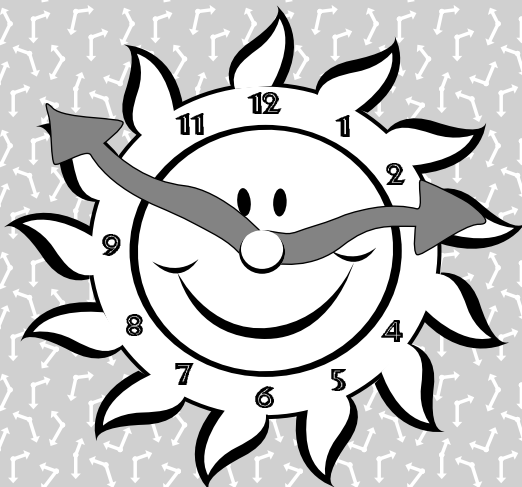
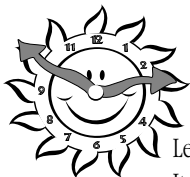


ENGLISH

Time for Dominoes





Time for Dominoes

Learning to tell the time is an important step in a student's education. It allows him/her to become familiar with the concept of time and its division into hours and minutes, and prepares him/her for survival in a world which is organized by timetables.

At the beginning it can be as difficult for the student to decipher the hands on a watch or clock as it can for the teacher to explain how to understand it.

ELI has especially devised **Time for Dominoes**, based on the much loved game of dominoes, in order to make this important phase as easy and enjoyable as possible.

Time for Dominoes has been studied in order to help students overcome their difficulties when telling the time.

Beginners can play **Time for Dominoes** using the cards numbered from **1** to **27** which represent the exact time on the hour, at a quarter past the hour, at half past the hour and a quarter to the hour. You can go into more detail by substituting cards **14** and **15** with cards **28** and **47**.

Playing **Time for Dominoes** makes the step from a visual approach to telling time to an oral one much more natural.

The students learn to match the time represented on the clock face with the relative linguistic expressions.

They quickly learn to read the clock face and use the necessary expressions to ask and tell the time.

The linguistic expressions used in **Time for Dominoes** are all in British English. Americans may sometimes substitute "after" for "past" and "of" for "to". For example "ten past two" becomes "ten after two" and "five to three" becomes "five of three". Both of these usages are correct.

What is Time for Dominoes?

Time for Dominoes is a domino-style game made up of 48 cards. Each card has two parts, one with a time shown on a clock face and the other with a time written in words.

Unlike traditional dominoes, which includes a combination of the same numbers - 1-1, 2-2 etc -, the same time is never repeated on both sides of the same card. You therefore need to match all the cards. There is a type of joker, a closed pocket watch instead of the usual clock face, on two of the cards which you can match and which allows you to close the game.

The starting card (number 1) has a clock face on both sides, one showing midday and the other midnight.

How to Use Time for Dominoes

In order to introduce the class to this great learning game, distribute the various cards in class.

This will give you the opportunity to explain the various structures used in asking and telling the time. *What time is it? It's (one o'clock, midday, a quarter past nine).*

Once the students have understood the mechanism involved and can use these structures you can start playing some of the games suggested below.

The games are designed to gradually build up the students' knowledge and confidence during this delicate phase in their education.

Use **Time for Dominoes** as you wish, inventing new games in order to help the students develop their time management skills as much as possible.

GAMES

Here are some suggestions for simple yet enjoyable learning games to play with the students in order to introduce them to new expressions and monitor their learning.

DOMINOES

Shuffle the cards and deal them out to the players. The player with the midday/midnight card starts the game by putting it on the table. It is now the turn of the next player on the right who either puts down the card with *midday* or *midnight* written on it, or says “*pass*” to miss the turn. Play continues with the player on the right and so on. Once a player puts a card on the table the others have to say out loud the time on the clock face. Alternatively, once a player puts down a card the others ask “*What time is it?*”. The player who puts down the card answers, saying the time shown.

The cards with the closed pocket watches should be matched. The winner is the first player to get rid of all his/her cards.

PARROTS

In this game the students must repeat every true statement you make, just like parrots. If what you say is false then the students don't speak. Draw a clock face on the blackboard and then add the hands, saying the time once you have finished.

If the time you say corresponds to the one drawn on the clock face then the students repeat it. If, instead, it is incorrect they remain silent. Rub out the clock hands after each turn and draw new ones.

This game allows you to monitor the students' learning and to revise the various expressions used when telling the time. A variation on this game is to let the pupils, in turns, substitute the teacher at the board.

AM I ON TIME?

This game is an introduction to the concepts of early and late. Draw a clock face illustrating a specific time e.g. *four o'clock*. Now say to the class:

It's ten past four. Am I late?

The students should answer:

Yes, you are late.

Then try:

It's four o'clock. Am I early?

To which the students should reply:

No, you are on time.

And finally:

It's ten to four. Am I late?

The students then reply:

No, you are early.

Repeat these structures using different times.

WHAT TIME IS IT?

For this game you will only use one half of the card, the one with the clock face. You can either get the students to cover over the other side, or, more simply, tell them to ignore it.

Place the cards, face down, in the centre of the table. The students take the cards in turns and say the time they see on the clock face out loud. If they say the time correctly they keep the card, otherwise they put the card to the bottom of the pack. The student with the most cards at the end of the game is the winner.

You could also play this game by using the written half of the cards and getting the students to draw a clock face showing the time indicated. Students win the cards by drawing the correct time and the winner is the one with the most cards at the end of the game.

BLUFF!

Only one half of the card is used for this game. Before starting decide which half you want to play with and ask the pupils to either cover it over or ignore the other half.

Split the class into two teams of the same amount of players and give each pupil three or four cards each. The two teams should be facing each other so that each player is matched up with an opponent. Before starting the game the players should show each other quickly the cards in their hands.

The pupil who starts play (A) asks his/her opponent (B) "*What time is it?*" B holds up one of his/her cards without showing it to A and replies giving a time e.g:

By my watch, it's a quarter past nine.

or more simply, if you prefer:

It's a quarter past nine

A has to decide whether to believe B or not. If he/she accepts the information he/she replies by thanking B. If, however, he/she decides to challenge B the reply is *Bluff!*

When *Bluff!* is called B has to show everyone the card. If B told the truth then he/she keeps his/her card as well as taking one from A; if, instead, B lied, then A takes the card.

The turn then passes to B and so on.

The winning team is the one to have the most cards once everyone has had a turn.

BATTLESHIPS

Divide the class into two teams. Each team chooses a sentence with the teacher. The sentence is then written into a grid, e.g *John wakes up at eight o'clock.*

The words may only be written horizontally.

The object of the game is to discover the other team's sentence. The two teams take turns to attack a square by saying its coordinates out loud. When one of the letter squares is attacked then the team who has that grid says:

Hit. The letter is ... (e.g. H). The word has (e.g four) letters.

If the coordinates given do not correspond to a letter square the team who owns that grid says "Miss".

The winning team is the one which guesses the other one's sentence first.

LUDO

This game may be played once you have successfully completed a game of dominoes, otherwise lay the cards on a table as if a game of dominoes had just been played. Close the circuit using the closed pocket watch. Get the pupils to prepare markers for themselves (either a small object, a piece of paper with the player's initials etc). You will need a dice. Follow the rules below:

- A player misses a turn if his/her marker lands on a square where the clock reads a quarter past one, a quarter past two, a quarter past three or a quarter past twelve.
- A player throws again if he/she lands on a clock saying a quarter to nine, a quarter to ten, a quarter to eleven or a quarter to twelve.
- A player goes forward the number of squares indicated in words on the card if he/she lands on one o'clock, three o'clock, five o'clock, seven o'clock, nine o'clock or eleven o'clock.
- A player goes back the number of squares indicated in words on the card if he/she lands on two o'clock, four o'clock, six o'clock, eight o'clock or ten o'clock.

The game starts at the closed pocket watch and the players must reach the midday/midnight card. The teams can start from either of

the closed pocket watch squares and choose different paths to reach the midday/midnight card.

The game is over when one of the teams reaches the midday/midnight card. To finish the game the teams have to throw the exact number on the dice that is needed to reach either the midday or midnight squares. If the number on the dice is higher than what is needed they have to move towards the midday/midnight squares and then back once more. The winner is the team which reaches the midday/midnight square first.

The teams play in turns by throwing the dice and moving forward the number of squares that are shown on the dice. Each card is made up of two squares.

Naturally the above are merely suggestions as to how to best use **Time for Dominoes**. As a teacher you will be able to exploit the game to its full in order to fulfill your classes' needs. We hope you enjoy it.

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P.O. Box 6 - Recanati - Italy - Tel. +39 071 750701 - Fax +39 071 977851

Devised by Joy Olivier

Illustrated by G. Signora

English version: Maria Cleary

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