

## La hora

Train times, opening hours and starting and finishing times are just some of the good reasons for being able to talk about time in Spanish. As well as practice in asking questions, learners need plenty of opportunities to listen to answers. The activity outlined here aims to get learners thoroughly accustomed to listening to the combination of **a las** + time, before they go on to more integrated practice in **Un billete para ...** and **¿A qué hora abre?**.

### Getting ready

A children's learning clock from a toy store will help you to present the key expressions of time in a light hearted manner. Failing that, draw some clocks on the board or simply present a selection of times in figures, **e.g. 004h55, 13h15, 22h30**. As tutor, you will decide whether it's best to present just the 24-hour clock or whether your group is ready to cope with adding **de la mañana, de la tarde** and **de la noche**.

Copy pages 2 and 3 onto thin card and cut into individual clocks. You'll need a set for each pair or small group.

Introduce **¿A qué hora?** and remind the group of Kevin's questions at the station: **¿A qué hora sale? / ¿A qué hora llega?**

### Getting them talking

1. Learners work in pairs, with the clocks face down in a pile between them. They take it in turns to ask **¿A qué hora?** and the other person picks up a clock and replies with that time, for example, **A las once**. The questioner notes down the time.
2. Once you feel that everyone is comfortable with asking and understanding about time, you could go on to use the other resources provided at this Stage, **Un billete para ...** and **¿A qué hora abre?** which integrate time into activities with a wider focus.



