



WHAT TIME IS IT?



Scan to review worksheet

Expemo code:
13V2-H16B-7N3D

1 Warm up

Look at the numbers and match them with words that have the same or a similar sound.

1 one	me	7 seven	late
2 two	son	8 eight	fine
3 three	new	9 nine	eleven
4 four	more	10 ten	seven
5 five	chicks	11 eleven	shelves
6 six	I've	12 twelve	men

Now practise saying these words and numbers:

15 fifteen 20 twenty 30 thirty 40 forty 50 fifty

2 Listening



Listen to two conversations and decide where the people are.

Conversation 1: at home / in the street / at work

Conversation 2: at home / in the street / at work





Listen to the conversations again and match these items with their times. One item is extra in each conversation.

Conversation 1

- | | |
|------------------|--------------------|
| 1. the time now: | a. half past three |
| 2. a meeting: | b. nine o'clock |
| 3. lunch: | c. ten o'clock |
| 4. a train: | d. three o'clock |
| 5. extra: | e. two o'clock |

Conversation 2

- | | |
|--------------------------|--------------------|
| 1. the time now: | a. eight o'clock |
| 2. dinner: | b. half past eight |
| 3. a TV show: | c. half past seven |
| 4. his uncle stops work: | d. seven o'clock |
| 5. extra: | e. ten o'clock |

3

Language point

Study these sentences and answer the question below.

Have you got the time? Yes, it's nine o'clock.

Do you have the time? Yes, it's seven.

What time is the meeting? The meeting is at ten o'clock.

When is the TV show that we want to watch? It's at eight o'clock.

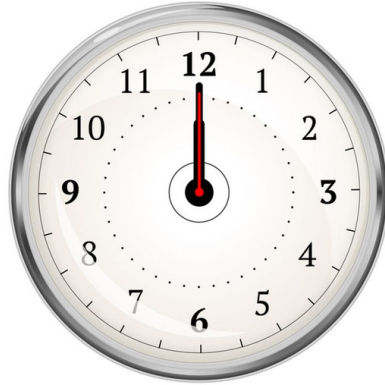
We use these sentences to ask and answer questions about the time.

Choose one option:

- There are three / four ways to make questions about the time.
- We use at / on to say the time of an event.



When the time is exactly on the hour we use **o'clock**.



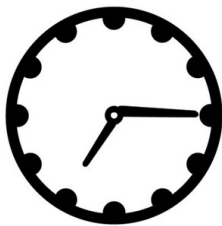
It's twelve o'clock.
We can also just say: It's twelve.

We do not usually use the 24-hour clock in English.

Choose one option:

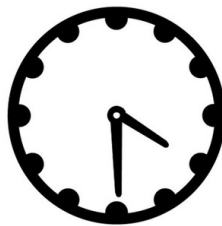
There is **one way** / **are two ways** to say the time when it's exactly on the hour.

We also use these phrases to say what time it is.



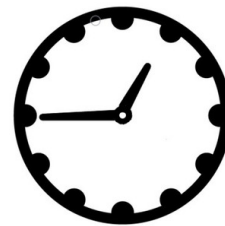
It's a quarter past seven.

It's seven fifteen.



It's half past four.

It's four thirty.



It's a quarter to one.

It's twelve forty-five

- A quarter means **ten** / **fourteen** / **fifteen** minutes, when we talk about the time.
- A half means **thirty** / **thirteen** / **three** minutes, when we talk about the time.



We can also say:



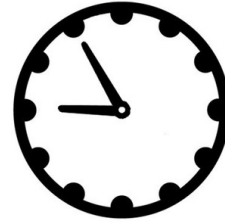
It's five past seven.



It's twenty past ten.



It's twenty to three.



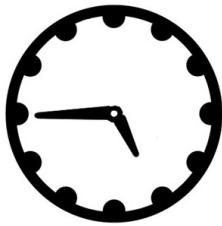
It's five to nine.

Choose one option:

- Past means **before** / **after** the hour.
- To means **before** / **after** the hour.

4 Practice

Complete the questions and answers about the time. Write one word in each space.



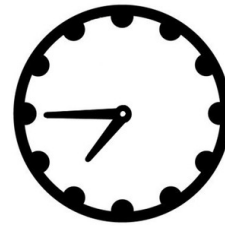
What's _____¹ time?
It's quarter _____²
five.



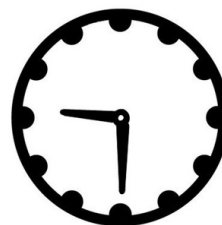
_____³ you have the
time? Yes, it's five
_____⁴.



Have you
_____⁵ the time?
Yes, it's half
_____⁶ eleven.



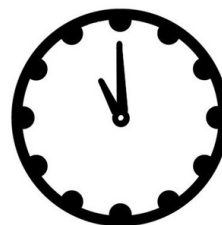
What time is
_____⁷? It's seven
_____⁸-five.



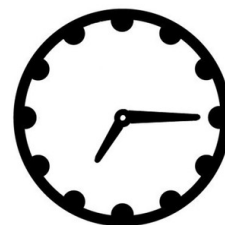
_____⁹ you got the
time? Yes, it's nine
_____¹⁰.



Do you
_____¹¹ the time,
please? It's two
_____¹².



What time
_____¹³ it? It
_____¹⁴ eleven.



What
_____¹⁵ the time? It's
a quarter
_____¹⁶ seven.



5

Speaking

Read Conversation 1 and decide which option is correct: A or B.

	A	B	prompts
student 1	Do you got the time?	Do you have the time?	do / time
student 2	Yes, it has three o'clock.	Yes, it's three o'clock.	3:00
student 1	What time is our English class?	What time is our class English?	time / English class
student 2	It's on four.	It's at four.	4:00
student 1	When is the break?	When be the break?	when / break
student 2	The break is at half to five.	The break is at half past five.	5:30
	The class starts again at quarter to six.	The class starts again at fifteen to six.	5:45
student 1	We has time for a coffee.	We have time for a coffee.	time / coffee

Work in pairs to read the correct conversation out loud. Then cover columns A and B and use the words in the column on the right to help you repeat the conversation.

Now try Conversation 2 in the same way.

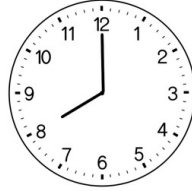
	A	B	prompts
businessman 1	Mike, have you got the time?	Mike, do you got the time?	got / time
businessman 2	It's at half past seven.	It's half past seven.	7:30
businessman 1	When is the train?	When does the train?	when / train
businessman 2	It's quarter to nine.	It's at quarter to nine.	8:45
businessman 1	. I have time to call my wife. She stops work at six.	I have time to call my wife. She stops work on six.	time / call / wife / stop 6:00
businessman 2	The bar closes at quarter past eight.	The bar closes at quarter after eight.	closes / 8:15
businessman 1	We have time a drink.	We have time for a drink.	time / drink



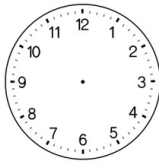
6

Extra practice/homework

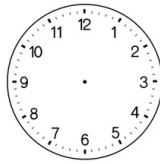
Read the sentences and draw the hands on the clocks to show the time.



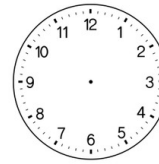
Example: Breakfast is at eight o'clock.



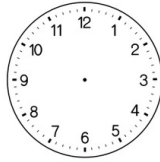
a



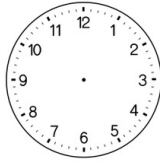
b



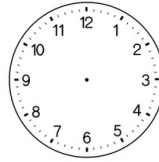
c



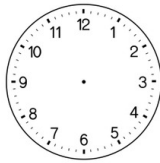
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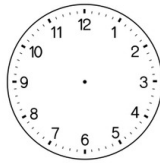
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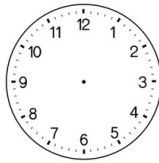
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g



h



i

- The train leaves at twenty past five.
- The children come home from school at quarter past four.
- I always call my sister at five to nine.
- My TV show is at eight-thirty.
- The meeting starts at half-past eleven.
- The bank opens at quarter to ten.
- The shops close their doors at six twenty-five.
- We have lunch at twelve.
- It's ten past two right now.



7

Optional extension

These numbers can sound the same: thirteen (13) and thirty (30). We can be sure of the meaning when we get the syllable stress right:

- thirteen (13) - the last syllable is stressed
- thirty (30) - the first syllable is stressed

Stressed syllables are pronounced more strongly. Underline the stressed syllables in the table below. Then practise saying all these numbers with the correct syllable stress.

A - last syllable stress	B - first syllable stress
13 thir-teen	30 thir-ty
14 four-teen	40 for-ty
15 fif-teen	50 fif-ty
16 six-teen	60 six-ty
17 se-ven-teen	70 se-ven-ty
18 eigh-teen	80 eigh-ty
19 nince-teen	90 nine-ty

Work in pairs. Say one of the numbers for your partner. Listen and decide which number you hear – you can write the number or say if it's group A or group B in the table.