

# 1 TELLING THE TIME



a Match the clocks and phrases.

- It's (a) quarter past six.
- It's six o'clock.
- 1 It's (a) quarter to seven.
- It's ten past six.
- It's five to seven.
- It's twenty-five to seven.
- It's half past six.
- It's three minutes past six.
- It's twenty past six.

b 3.26 Listen and check.

 **Time**

You can ask for the time in two ways:

**What time is it? OR What's the time?**

For times which are not multiples of five, we use **minutes**, e.g. 6.03 = *It's three minutes past six.*

When you can't be exact, use **about**:

'**What time do you get up?**'

'**At about** 7.00.'

**ACTIVATION** Cover the phrases and look at the clocks.  
Ask and answer with a partner.

*What time is it? / What's the time? (* ↗ *It's...*

**ORAL PRACTICE**

Work in pairs. Decide if you are student A or student B. Student A go to the next page. Student B, skip one page and go to the next page.

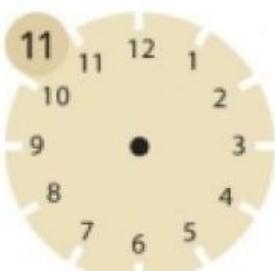
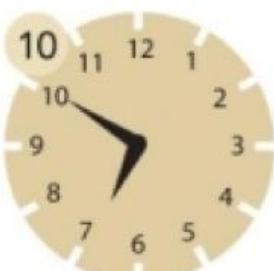
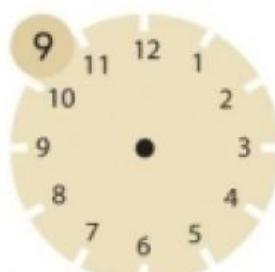
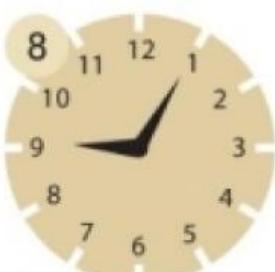
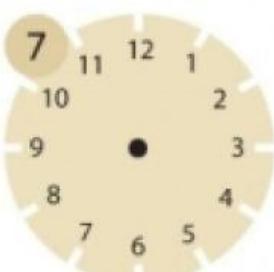
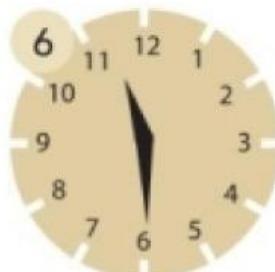
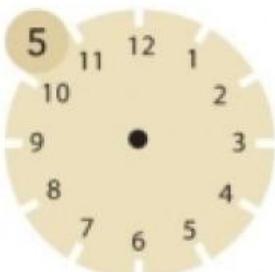
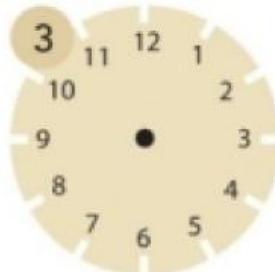
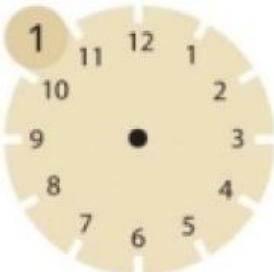
# STUDENT A

## PE2 WHAT'S THE TIME?

Student A

Ask and answer questions with **B**  
and complete the times on the clocks.  
Then compare your clocks.

Clock 1: What's the time?/What time is it?



# STUDENT B

Ask and answer questions with **A**  
and complete the times on the clocks.  
Then compare your clocks.

*(Clock 2: What's the time?/What time is it?)*

