

1. Draw a line to match the times.

|                            |                           |
|----------------------------|---------------------------|
| It is seven o'clock.       |                           |
| 10.45                      | It is quarter past eight. |
| 7.00                       | It is nine o'clock.       |
| 8.15                       | 11.15                     |
| It is quarter past eleven. | 9.00                      |
| It is quarter to eleven.   |                           |

2. Colour the boxes according to the code below.

|              |              |             |              |
|--------------|--------------|-------------|--------------|
| <b>11.15</b> | <b>12.30</b> | <b>4.30</b> | <b>5.30</b>  |
| <b>12.00</b> | <b>9.15</b>  | <b>7.30</b> | <b>3.30</b>  |
| <b>3.15</b>  | <b>4.45</b>  | <b>8.45</b> | <b>11.45</b> |

- Quarter to twelve = red and orange.
- Quarter to nine = pink and yellow.
- Quarter past three = green and orange.
- Quarter past eleven = blue.
- Half past twelve = yellow.
- Twelve o'clock = red.
- Quarter to five = pink.
- Half past four = white.
- Half past five = black.
- Half past three = red and blue.
- Half past seven = red and green.
- Quarter past nine = orange.

## Teacher's notes

**Language focus:** The time/telling the time  
**Time (approx.):** 10 minutes  
**Preparation:** Photocopy one worksheet for every student.

- Using the worksheet:**
- The worksheet gives intensive practice in telling the time. In Exercise 1 the students have to join the written and the numeric forms of the time together by drawing a line to connect the two.
  - In Exercise 2, students have to read the instructions and identify the boxes with the same time in them and then colour the boxes according to the instructions.

**Answers:**

**Exercises**  
Ensure all students' answers are correct. Either mark them individually or check through the answers with the whole class.

- Additional ideas:**
- Tell students to draw a large clock face on a piece of paper and to draw one time on it.
  - Now call out two students' names. The students stand up and show each other their clocks. A says what B has on his/her clock and student B says what student A has on his/her clock.