

4.42 Timetables

Topic: Measurement

Subtopic: Time

Activity type/skill: Reading timetables

Literacy focus: Listening

Genre: Expressions of time

Objective

- Become confident timetable readers.
- Use time expressions in a meaningful, essential context.

What you need

- Student worksheet (see next page)
- Students' personal school timetables

What to do

1. Have students attach or write a copy of their personal school timetable on the first page of the student worksheet.
2. Ask the group about the timetable in general – this will clear up misconceptions about school conventions as well as provide language practice:
 - 'When is break?'
 - 'When does school finish?'
 - 'When do you have science on Monday, Izar? When does it start? When does it end? When must you be at the next class?'
3. Ask the following questions and have the students answer them on the second page of the student worksheet using their own timetable: (Alter the wording to suit your school.)
 1. When does school start in the morning?
 2. When is lunch time?
 3. How long is it from the start of school to break?
 4. Is the school day divided into parts?
 5. If it is divided into parts, how long are they?
 6. What time does school finish?
 7. How long is break?
 8. How long is lunchtime?
4. Mark the work as a group.

Activity forty-two

A large, empty rectangular box with rounded corners, intended for drawing or writing. The box is white and is surrounded by a thick grey border. There is a small tab-like shape on the top-left corner of the box.

Activity forty-two

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

Activity forty-three



Track 16

can remember and write all of the month verse
