

Look at my new school timetable

LEARNING OUTCOME

learn how to talk about a school timetable

WARMER

Ask students if their school timetable is different from last year. If yes, ask for details. Ask them which school day is their favourite and why? Compare answers around the class.

Ask students to look at the learning outcome. Explain that in this lesson they are going to learn how to ask and answer questions about a school timetable.

Everyday life

- 1 Ask students to work in pairs, look at the photograph and answer the questions.

Answers

The people are at school. They are looking at/comparing their school timetables.

Students' own answers.

Everyday vocabulary

- 2 Ask students to look at the school subjects in the box and, in pairs, answer the questions. Encourage students to look up any unknown words in a dictionary, or ask other students.

Answers

- a English, French
- b geography, history
- c science
- d maths, ICT (and possibly science and art)
- e PE
- f music

- 3 Ask students to work in pairs and brainstorm any other subjects they study or know. Ask pairs to share their ideas with the class. Check answers and write the words on the board.

Possible answers

Latin, German, social science, natural science, citizenship

Dialogue

- 4 Read the context for the situation aloud. Tell students that they are going to listen to a dialogue between Dave and Laura who are comparing their new school timetables. They should cover the dialogue on the page and listen. Tell them not to worry about understanding every word. They should listen and find out what time the first break is. Ask students to check their answer in pairs, before checking as a class.

Answers

The first break is at 10.45.

- 5 Ask students to look at the dialogue on the page and complete gaps 1–6 with the missing sentences a–f. They check answers in pairs, then listen to the dialogue again and check.

Answers

1 b 2 f 3 d 4 a 5 e 6 c

EVERYDAY ENGLISH TOOLKIT

Ask students to look at the expressions and find them in the dialogue, noting who says each one: Dave or Laura. Ask students to think about the meaning of each expression. Check the answers as a class. Ask students to practice saying the expressions.

Answers

- What is your first class on Monday? (Dave)
- What about Monday afternoon? (Dave)
- What have you got in the afternoon? (Laura)
- Have you got any new teachers? (Laura)
- When do you have science? (Dave)
- When do you have your first break? (Laura)

Talking about a school timetable

- I have two classes of English then ICT. (Laura)
- My first class is music. (Laura)

Comparing school timetables

- I like my afternoon much more! (Laura)
- I prefer my morning to yours! (Dave)

Over to you!

- 6 Students work in pairs. They take it in turns to ask their partner questions about their timetable and to answer questions about their own. Students should decide which morning and afternoon they prefer. Remind students to use expressions from the Toolkit, the dialogue in 4 and the Everyday vocabulary in 2. Monitor and make a note of errors or good language during role-plays. Write these on the board (anonymously) for the class to correct or note in their notebooks. Some pairs could act out their dialogues in front of the class.

Extension: Students repeat the role-play using their own timetables. Then students create a 'dream' timetable by inventing new subjects and filling them in on a blank timetable grid. Students repeat the role-play and say which timetable they like the most.