

Lesson Plan:

Reading a simple timetable

LEVEL	TIME	TOPIC
Beginner (A1/A2)	60 minutes	Reading a simple timetable

Objectives

By the end of the lesson, students will be able to find times and activities in a simple schedule. They will also use the target phrases to ask a relevant question and confirm the key information.

Materials

Whiteboard, pens, and paper. Copy or display the supplied model and practice details; hide partner-only details until checking. All sample data are fictional.

Warm-Up Activity (8 minutes)

Activity: Ask which happens first, art or lunch, using the schedule. Read one complete answer together.

Presentation (15 minutes)

Read across a timetable: event, start time, and place. Model “What time does it start?” and “It starts at ...”.

Language support: at for times, in for rooms; starts, ends, leaves. Practice quarter past and half past only after digital times are secure.

Worked model / source: What time does art start? It starts at ten in Room 4.

Activity	Starts	Place
Bus	9:15	Main gate
Art	10:00	Room 4
Lunch	12:00	Café
Music	1:30	Room 2
Bus home	3:00	Main gate

Guided Practice (15 minutes)

Activity: Ask: When does art start? Where is music? What happens at noon? Does the bus home leave before music? Learners locate each row before answering.

Suggested answers / teacher notes: Answers: 10:00; Room 2; lunch; no, it leaves after music. Require time and activity to come from the same row.

Procedure: Complete the first item together. Partners attempt the remaining items before seeing the notes. Ask them to explain a correction, then rehearse the corrected version.

Independent Practice (17 minutes)

Task: A visitor arrives at 9:45 and leaves at 2:00. Partners choose two possible activities and explain their times and places. Then write a three-event schedule and exchange two questions.

Success check: Check chronological order and accurate row reading. Provide It starts at ___ in ___ for learners needing support.

Support and challenge: Allow learners to rehearse with the language support visible, then try without it. Confident learners add one related question or change one detail; their partner must respond accurately.

Wrap-Up / Review (5 minutes)

Review: Point to an event and ask when and where it takes place.

Ask learners to explain their response using the model or practice material. Revisit one shared difficulty before collecting the final work.

Homework (Optional)

Find or make a simple timetable and write three questions about it.

Follow-up: Use the supplied model as a reference. Bring the response back for a brief partner check against the lesson objective; correct one detail or language choice before submitting it.