

# Schedules and Timetables

Using the present simple tense to talk about schedules and timetables.

## 1. Warm up

Discuss the following with a partner.

1. What method of transportation do you prefer to take? Why?
2. What method of transportation do you like least? Why?
3. When was the last time you...  
     took a plane?                      took a train?                      took a bus?



Photo by Connecting Flights Guide

## 2. Telling the Time

### A. Match the written times to the 24-hour times.

- |                                  |          |
|----------------------------------|----------|
| 1. ____ It is eleven fifteen.    | a. 14:45 |
| 2. ____ It is midday.            | b. 16:30 |
| 3. ____ It is seven fifty-five.  | c. 11:15 |
| 4. ____ It is four thirty.       | d. 07:55 |
| 5. ____ It is two forty-five.    | e. 12:00 |
| 6. ____ It is eleven fifty-five. | f. 23:55 |

### B. Write the times using prepositions, commonly used in British English.

e.g. 5:25      Twenty-five past five.

- |          |       |          |       |
|----------|-------|----------|-------|
| 1. 11:15 | ..... | 4. 4:30  | ..... |
| 2. 12:00 | ..... | 5. 4:45  | ..... |
| 3. 7:55  | ..... | 6. 11:55 | ..... |

### C. Review the train departure board and answer the questions.

Train	Platform	Time	Destination	Status
AMS	2	17:05	Amsterdam	10 mins late
PAR	8	12:55	Paris	On time
HAM	13	08:30	Hamburg	On time
LUX	5	15:45	Luxembourg	5 mins late
LDN	7	20:10	London	15 mins late

1. What time does the train to London leave?

.....

4. When does the train to Luxembourg leave?

.....

2. Where does the eight thirty train travel to?

.....

5. Which train departs at quarter past five?

.....

3. What platform does the train to Paris leave from?

.....

### 3. Reading

#### A. Read the dialog between a traveler and a train station ticket agent.

A Hello. How can I help?

B Hi. I'm traveling to Milan today, but I don't know which train to take.

A I see. Well, there are three trains to Milan today. One direct and two with transfers in Paris.

B Hmm, I would prefer to go direct. What time does that train leave, please?

A The direct train **leaves** at eight fifteen this evening from platform four and **arrives** in Milan at midnight.

B Oooh, that's a bit late. Is there anything earlier?

A Sure. The next train **departs** from platform eight at ten thirty. That's in 25 minutes. You **arrive** in Paris at five to twelve and **have** a one-hour wait. Then you **take** the Milan train which **leaves** from platform seven. It takes about two hours from Paris to Milan.

B Oh yes. That one would be perfect.

A OK. I can book that for you. Would you like a first class or coach ticket?

#### B. Answer the questions about the conversation above.

1. Where is the traveler going?

.....

4. What time does the direct train arrive in Milan?

.....

2. What time is it at the station?

.....

5. What time does the connecting train leave Paris?

.....

3. What time does the direct train leave the station?

.....

6. What time does the connecting train arrive in Milan?

.....

### 4. Present Simple for the Future

#### A. Review the bold words in the conversation above, then answer the questions.

1. What tense are the bold verbs in?

.....

2. When will the actions in bold happen?

the past / the present / the future

3. What other words can we use to talk about things in the future?

.....

4. When talking about timetables and schedules, you can use:

be going to / present simple

B. Look at the bus departure schedule. Decide if the sentences are true (T) or false (F). Correct any mistakes you find.

Bus No.	Stop	Time	Destination	Status
56	7	13:45	Bell Street	On time
372	3	10:20	Old Lane	5 mins late
82	1	11:05	High Street	On time
17	9	09:55	Jade Avenue	10 mins late
710	6	12:30	Arndale Road	20 mins late

1. \_\_\_\_ The 710 bus to Arndale Road leaves at ten to one.
2. \_\_\_\_ Bus 56 takes you to Bell Street.
3. \_\_\_\_ Bus 82 leaves the station at five to eleven.
4. \_\_\_\_ The 372 bus goes to Old Lane. It leaves at twenty-five past ten.
5. \_\_\_\_ The number 17 bus takes you to High Street. It leaves at five past ten at night.

C. Write three questions to ask your partner about the bus schedule.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

D. Ask and answer your questions.

## 5. Role-play

A. Your teacher will give you a flight departure schedule. Ask and answer questions to complete the missing information. Review the questions in this lesson for help.

B. You want to buy a plane ticket. Role-play a conversation between a traveler and airport ticket agent using your completed flight departure schedule. Consider the following useful language. Can you think of more questions to ask?

- Excuse me, I have some questions about the flight to Vancouver.
- What time does the flight to Vancouver depart/arrive?
- What is the flight number?
- Which gate does the flight depart from?
- Would you like a window or an aisle seat?
- How much does a ticket cost?

## 5. Role-play (Student A)

A. Ask your partner questions to complete the missing flight departure information.

A What time does the flight to Vancouver depart?

B It departs at half past seven.

A And, which gate does it leave from?

B It leaves from gate 12.

	Flight No.	Departs	Destination	Gate	Arrives
1.	GW 061	.....	Barcelona	17	17:00
2.	LT 721	12:45	Tokyo	.....	16:15
3.	KN 172	.....	Prague	05	18:15
4.	ZL 606	15:50	Venice	12	.....
5.	BN 201	.....	Chicago	33	23:20
6.	WE 499	18:05	Buenos Aires	.....	22:00
7.	LK 764	.....	Rome	13	20:30
8.	AQ 815	22:05	New York	27	08:40



## 5. Role-play (Student B)

A. Ask your partner questions to complete the missing flight departure information.

A What time does the flight to Vancouver depart?

B It departs at half past seven.

A And, which gate does it leave from?

B It leaves from gate 12.

	Time	Flight No.	Destination	Gate	Arrives
1.	GW 061	11:30	Barcelona	17	.....
2.	LT 721	12:45	Tokyo	23	16:15
3.	KN 172	14:10	Prague	05	18:15
4.	ZL 606	.....	Venice	.....	00:30
5.	BN 201	16:20	Chicago	33	23:20
6.	WE 499	.....	Buenos Aires	19	22:00
7.	LK 764	19:25	Rome	13	.....
8.	AQ 815	.....	New York	.....	08:40

# Schedules and Timetables



Level: Elementary: A2  
Pre-Intermediate: A2+

Updated: Nov 11, 2022

Language: Function: Talking about the future. Asking and answering questions.  
Forms: Future forms. Present tense.

Teaching time: 120 minutes.

Overview: Students focus on conversation and role-play using the present simple tense for the future as well as talking about set timetables and schedules. You might consider teaching 'What time is it?' or 'Scheduling and the 24-hour Clock' before this.

## 0. PREPARATION

Cut Page 4 in half; one half for Student A and the other for Student B. Consider not distributing these until required in the lesson.

### 1. WARM UP

A warm up activity helps set the mood for the topic/lesson and is a good opportunity to assess students' ability to generate language as well as elicit target vocabulary used in the lesson. If students struggle to engage with their partners, ask questions to encourage participation. Allow a few minutes for students to complete the activity and continue the conversation if interesting.

Elicit answers from students.

### 2. TELLING THE TIME

A. Individually, students match the 24-hour times with the written times. Students can compare their answers with a partner or check as a class. You might need to review the 12-hour and 24-hour clocks.

- |                             |          |
|-----------------------------|----------|
| 1. It is eleven fifteen.    | c. 11:15 |
| 2. It is midday.            | e. 12:00 |
| 3. It is seven fifty-five.  | d. 07:55 |
| 4. It is four thirty.       | b. 16:30 |
| 5. It is two forty-five.    | a. 14:45 |
| 6. It is eleven fifty-five. | f. 23:55 |

B. Individually, students write the times using prepositions, commonly used in British English. You might need to review using the prepositions 'past/after' and 'to' if students are unfamiliar with this way of telling the time. You might choose to board examples of telling the time with prepositions. Student can compare their answers with a partner and discuss any differences or check answers as a class.

- Quarter past eleven.
- Twelve o'clock.
- Five to eight.
- Half past four.
- Quarter to three.
- Five to twelve.

C. Individually, students review the train departure board and answer the questions. Encourage students to use full sentences in their responses in order to practice the present simple tense. Alternatively, in pairs, students ask and answer the questions.

- The train to London leaves at eight twenty-five / twenty-five past eight.
- The eight thirty train travels to Hamburg.
- The Paris train leaves from platform 8.
- The Luxembourg train leaves at three fifty / ten to four.
- The Amsterdam train departs at five fifteen / quarter past five.

### 3. READING

A. In pairs, students read the dialog between a traveler and a train station ticket agent. Students change roles and practice again. As an extended activity, ask students to circle the different times said in the dialogue and then try to write them in a different way.

- Eight fifteen: quarter past eight.
- Midnight: twelve o'clock.
- Ten thirty: half past ten.
- Five to twelve: eleven fifty-five.

B. Individually or in pairs, students answer the questions about the dialog. Encourage students to use full sentences in their responses in order to practice the present simple tense. Students can compare their answers with a partner and discuss any differences or check answers as a class.

- The traveler is going to Milan.
- It is 10:05/ten oh five/five past ten.
- The direct train leaves the station at 8:15/eight fifteen/quarter past eight in the evening.
- The direct train arrives in Milan at 12:00/midnight.
- The connecting train leaves Paris at 12:55/twelve fifty-five/five to one.
- The connecting train arrives in Milan at 2:55/two fifty-five/five to three.

### 4. PRESENT SIMPLE FOR THE FUTURE

A. In pairs, students review the bold words in the conversation in Part 3A, then answer the questions about using the present simple tense for the future.

- The present simple tense
- the future
- will, won't, be going to
- present simple

B. Individually or in pairs, students review the bus departure information and decide if the sentences are true (T) or false (F)

and correct any wrong information. Students can compare their answers with a partner and discuss any differences or check answers as a class.

1. True.
  2. True.
  3. False.  
Bus 82 leaves the station at five **past** eleven.
  4. True.
  5. False.  
The number 17 bus takes you to **Jade** Street. It leaves at five past ten **in the morning**.
- C. Individually, students write 3 questions to ask their partner about the bus schedule. Monitor and help students if necessary. Insist students construct sentences using the simple present tense.
- D. In pairs, students ask and answer their questions. Encourage students to use full sentences and vary the way they read the times in their responses.

## 5. ROLE-PLAY

- A. Distribute Page 4 halves to student pairs. In pairs, student ask and answer questions to complete the schedules using the questions practiced in the lesson. Encourage students to practice reading times with prepositions. Monitor and check students' work and assist if necessary.
- B. Explain that students want to buy a plane ticket. In pairs, students role-play a conversation between a traveler and airport ticket agent using their completed flight departure schedule. Students should consider the useful language. Encourage students to ask additional questions about purchasing a ticket.
- As an extended activity, have student pairs present their role-play to the class.