

English Ready

22637VIC Course in EAL
VU23578 - Recognise and use time in highly familiar situations

Times and dates



April						
Mon	Tues	Wed	Thurs	Fri	Sat	Sun
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Name _____

Teacher _____

Class _____

Date _____

This workbook is designed to be used with the support of a teacher.

Design team: Sue Paull, Vicki Hambling, Nikeh Shariatian, Bernie Miles, and Mary Wallace

Illustrations: Madelena Scott

Image acknowledgements:

Student studying, shopping trolley, birthday banner, Christmas tree and lights - [These Photos](#) by Unknown Author is licensed under [CC BY-NC](#)

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1. Instructions



Project and mime each instruction.



1.		listen	2.		say
3.		read	4.		write
5.		ask	6.		copy
7.		match	8.		circle
9.		highlight	10.		tick
11.		work with a partner	12.		clap

2. Meet the students and teachers.



The students



Carim



Sahra



Tahiil



Anika



Ming

The teachers

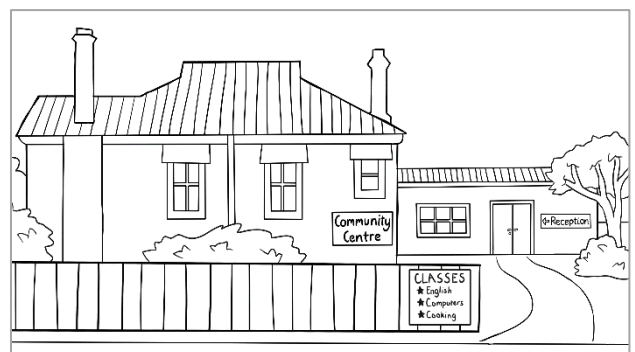


Jenny



Wendy

The learning centres



3. What day is it?

1.   2. 

What day is it today?



1	Monday	weekdays
2	Tuesday	
3	Wednesday	
4	Thursday	
5	Friday	
6	Saturday	the weekend
7	Sunday	

Listen and say the days. Students tick the current day.
Note: The stress falls on the first syllable in every day and every day has two syllables except Wednesday and Saturday. However, Wednesday when spoken has only two syllables - we say **Wensday**.

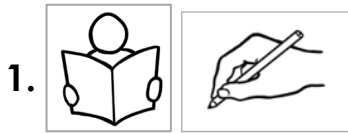
3.  Copy the days.

weekdays	
1	Monday <i>Monday</i>
2	Tuesday
3	Wednesday
4	Thursday
5	Friday

the weekend	
6	Saturday
7	Sunday

There are 7 days in a week.





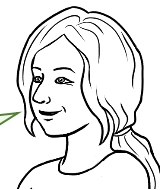
Write the current day, the day before and after today below.

Yesterday	Today	Tomorrow
The day before today		The day after today
_____	_____	_____

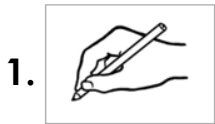
Ask students to highlight a day in each row - either the day *before* or the day *after* the middle grey-shaded days.



What's the day **before** Tuesday?



a.	Monday	Tuesday	Wednesday
b.	Thursday	Friday	Saturday
c.	Sunday	Monday	Tuesday
d.	Wednesday	Thursday	Friday
e.	Saturday	Sunday	Monday
f.	Tuesday	Wednesday	Thursday
g.	Friday	Saturday	Sunday
h.	Monday	Tuesday	Wednesday
i.	Thursday	Friday	Saturday
j.	Sunday	Monday	Tuesday



Write the missing days in the three-day sequences.

Monday	Tuesday	Wednesday	Thursday ✓
Friday	Saturday	Sunday	

a. Tuesday Wednesday Thursday

b. _____ Tuesday Wednesday

c. _____ Saturday Sunday

d. Monday Tuesday _____

e. Thursday Friday _____

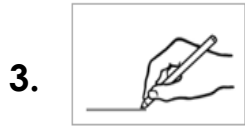
f. _____ Monday Tuesday

g. _____ Wednesday Thursday



Write the days in the correct order.

The days of the week are Monday, _____,
 _____,
 _____ and _____.



Match the long and short forms.

Long word	Short word
Monday	Tues
Tuesday	Wed
Wednesday	Sun
Thursday	Mon
Friday	Sat
Saturday	Thurs
Sunday	Fri



Is the market open on Monday?



Write the short forms of the days.

<p>Kellivale Market</p> 	<p>Open 4 days a week Thurs, Fri, Sat, Sun Closed Mon, Tues, Wed</p>
--	--

a. The market is open on _____, _____, _____ and _____.

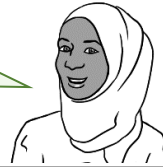
b. The market is closed on _____, _____ and _____.

4. Sahra is busy this week.

1.



I'm busy this week.



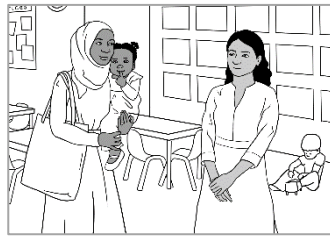
See this section in the Teacher Resources for an activity to prepare for or to revise the work in this section.

a. Monday



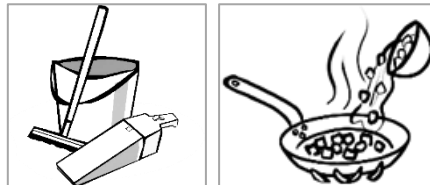
I go to class on Monday and Tuesday.

b. Tuesday



My daughter Hani goes to childcare on _____ and _____.

c. Wednesday



I clean and cook on _____.

d. Thursday



I go to the market on _____.

e. Friday



We go to the park on _____.

f. Saturday



Tahil and I play sport on _____ and _____.

g. Sunday





Students work with a partner and read aloud the sentences on the previous page about Sahra's busy week.



Match the days and activities.

If students are confident, elicit what Sahra does on each day using the Present Simple 3rd person singular form of the verbs.

e.g. Sahra **goes** to class on Monday and Tuesday. She **cleans** and **cooks** on Wednesday.

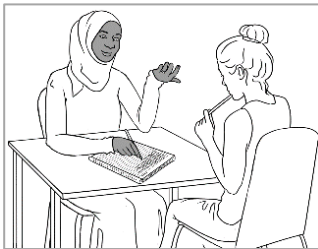
Note: The proposition **on** before days.



on Monday



on Tuesday



on Wednesday



on Thursday



on Friday



on Saturday



on Sunday

5. What time is it?



Listen and say together. Copy the times with the colons and zeros.

What time is it?



It's = It is

a. It's **1** o'clock.



1:00

b. It's **2** o'clock.



c. It's **3** o'clock.



d. It's **4** o'clock.



e. It's **5** o'clock.



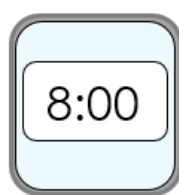
f. It's **6** o'clock.



g. It's **7** o'clock.



h. It's **8** o'clock.



i. It's **9** o'clock.



j. It's **10** o'clock.

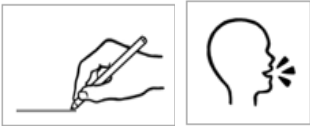


k. It's **11** o'clock.



l. It's **12** o'clock.





Match and say the times.



a. It's 1 o'clock.

b. It's 2 o'clock.

c. It's 3 o'clock.

d. It's 4 o'clock.

e. It's 5 o'clock.

f. It's 6 o'clock.

g. It's 7 o'clock.

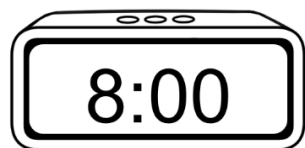
h. It's 8 o'clock.



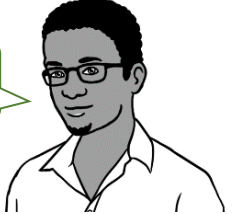
i. It's 9 o'clock.

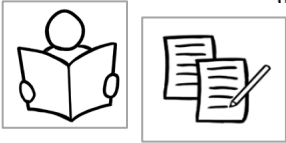
j. It's 10 o'clock.

k. It's 11 o'clock.

l. It's 12 o'clock.



1.   What time is it?  It's 1 o'clock.

2.  Read the times aloud together.
Copy the hours without the zeros and colons.



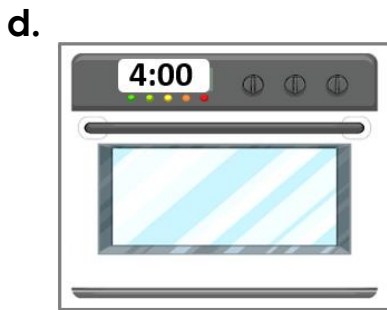
It's 1:00.
It's 1 o'clock.



It's 2:00.
It's ___ o'clock.



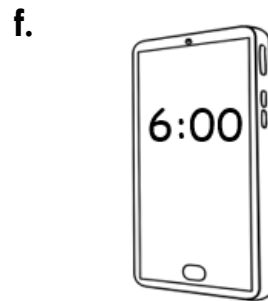
It's 3:00.
It's ___ o'clock.



It's 4:00.
It's ___ o'clock.



It's s 5:00.
It's ___ o'clock.



It's 6:00.
It's ___ o'clock.



It's 7:00.
It's ___ o'clock.

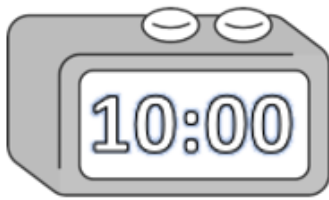


It's 8:00.
It's ___ o'clock.



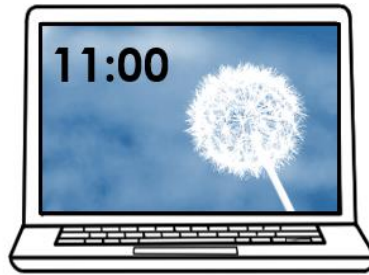
It's 9:00.
It's ___ o'clock.

j.



It's 10:00.
It's ___ o'clock.

k.



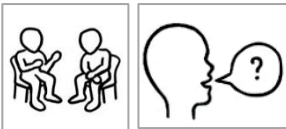
It's 11:00.
It's ___ o'clock.

l.



It's 12:00.
It's ___ o'clock.

2.



Project the table on page 14 and above, point to a time and ask students, *What time is it?* The whole class say the time. e.g. *It's 1:00.* or *It's 1 o'clock.* Students then work with a partner, and take turns to point to a time and ask, *What time is it?* **Note.** The question can also be, *What's the time?*

3.



Give instructions to tick some times.
e.g. *It's 4 o'clock.*

It's 4 o'clock.



a.



b.



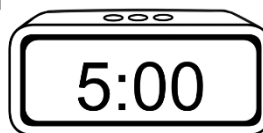
c.



d.



e.



f.



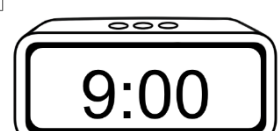
g.



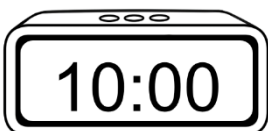
h.



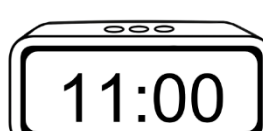
i.



j.



k.



l.



6. What time do you get up?



Note the use of the preposition **at** when talking about the time of particular activities.



What time do you get up on Tuesday Ming?

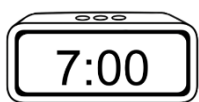
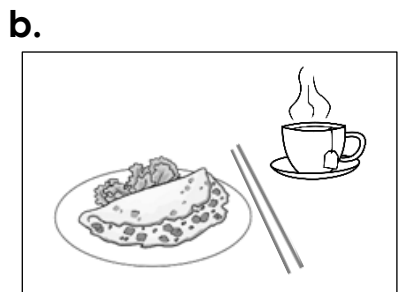
At 6 o'clock.



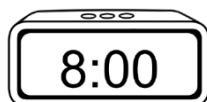
a. On Tuesday



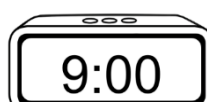
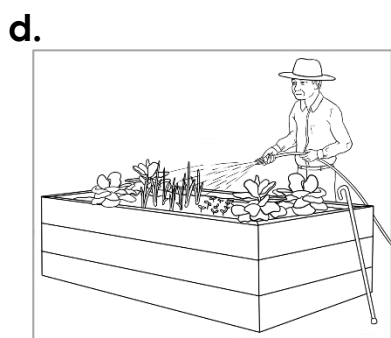
I get up at 6 o'clock.
at 6 o'clock



I have breakfast
at 7 o'clock.



I get to the Community
Centre at 8 o'clock.



I work in the community
garden for an hour.
I start class at 9 o'clock.

1.  2.  

Copy the times, and then students read about Ming's family in pairs. **Note** The time can be spoken more simply without adding *o'clock*.

On Tuesday

Ming's family

a. Lan is his daughter.



I get up at 6:00.
at 6:00

I have lunch at 1:00.



b. Bao is his grandson.



I get up at 8:00.

I play soccer at 4:00.



c. Mai is his granddaughter.



I start school at 9:00.

I finish at 3:00.



d. The family has dinner together.

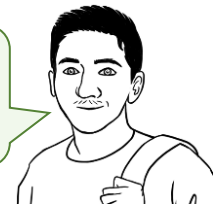


We have dinner at 6:00.



On Monday

I get up at 7:00 on Monday.



I get up at 7:00.



I have breakfast _____.



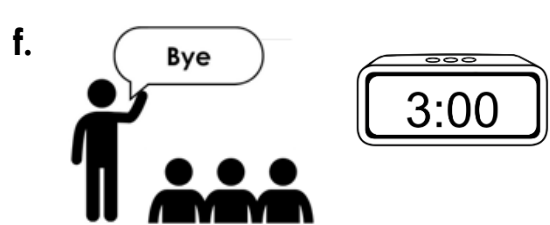
I start class _____.



I have a break _____.



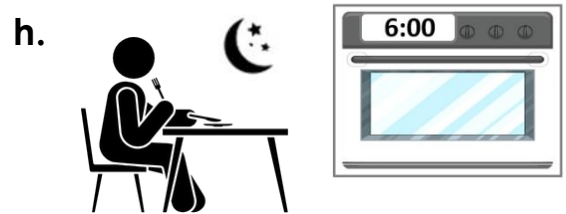
I have lunch _____.



I finish class _____.



I play soccer _____.



I eat dinner _____.



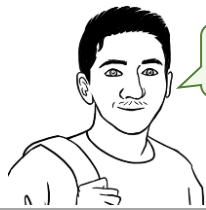
I study English _____.



I go to bed _____.














Note – Watch TV is not included in Carim's activities, but added here to prepare for the exercise on the following page.



Is it true or false?

Carim's Monday

		True	False
a. I get up at 6:00.			✓
b. I have breakfast at 8:00.			
c. I start class at 9:00.			
d. I have a break at 10:00.			
e. I have lunch at 12:00.			
f. I finish class at 3:00.			
g. I play soccer at 5:00.			
h. I have dinner at 6:00.			
i. I study English at 8:00.			
j. I watch TV at 9:00.		?	?
k. I go to bed at 10:00.			



What time do **you** get up on _____?



Students write the current day in the speech bubble and the box. They need only write the times for activities they do on the current day as some activities may not be relevant. Use the *number, colon, double zero* format. Once complete, students may suggest additional activities and times.

On _____

a.



I get up at _____.

b.



I have breakfast at _____.

c.



I start class at _____.

d.



I have a break at _____.

e.



I have lunch at _____.

f.



I finish class at _____.

g.



I study English at _____.

h.



I eat dinner at _____.

i.






I watch TV at _____.

j.













I go to bed at _____.

1.   What time do **you** get up on _____?

2. 

On _____

Students write the current day in the yellow box and their partner's name at the top of the table. Practise the questions for each statement before students work with their partner. When speaking about their partner's activities, students need to use the 3rd person singular form. e.g. *He/she gets up at 7:00.*

My partner is _____	Time
a. What time do you get up?	 at _____
b. What time do you have breakfast?	 at _____
c. What time do you start class?	 at _____
d. What time do you have a break?	 at _____
e. What time do you have lunch?	 at _____
f. What time do you finish class?	 at _____
g. What time do you have dinner?	 at _____
h. What time do you study English?	 at _____
i. What time do you watch TV?	 at _____
j. What time do you go to bed?	 at _____

7. Morning and afternoon

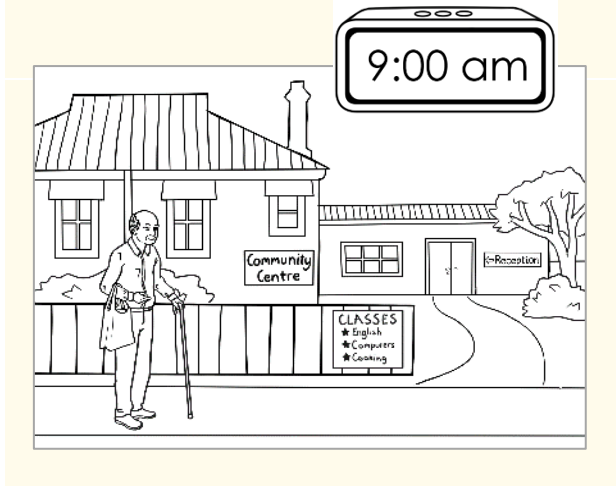


1.

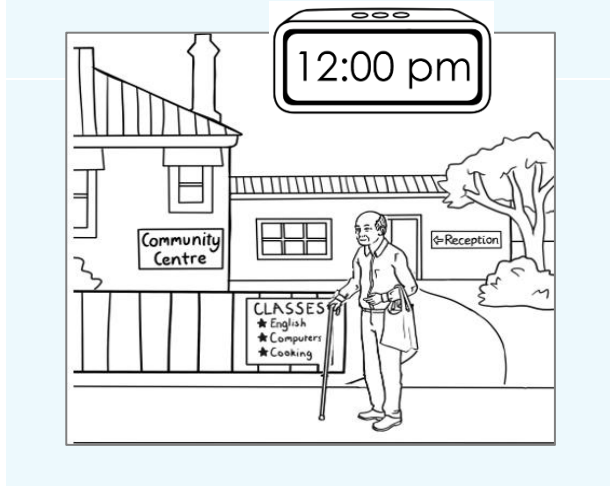
I start class in the morning.
I finish class in the afternoon.



morning = am



afternoon = pm

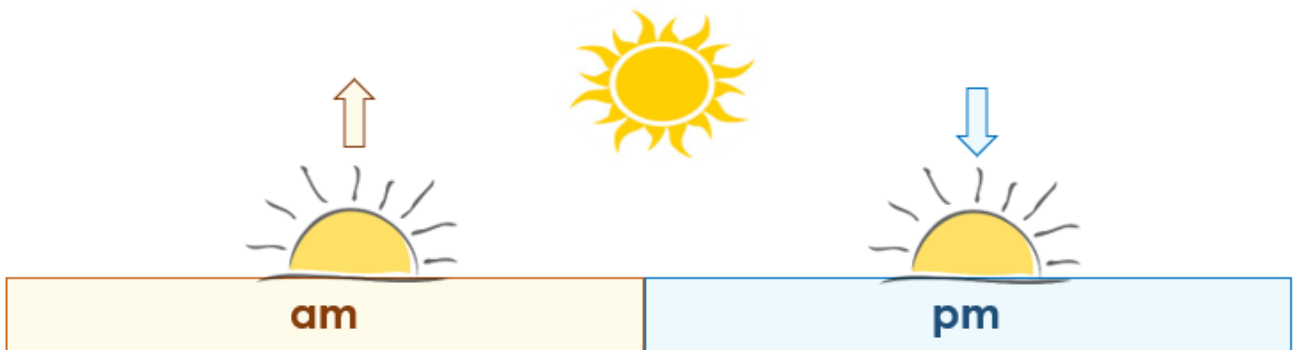


2.

Project the timeline or draw it on the board. Explain:

- the difference between *am* and *pm*
- the words *sunrise*, *sunset*.
- Add *midnight* and *midday* to the timeline if appropriate.
- *Night* is defined as when the sky is completely dark. This will vary depending on the time of year and location. Mark when night begins for the current time of year.

Ask students to refer to page 16, and circle both when Ming gets up and when he starts class.



12 1 2 3 4 5 6 7 8 9 10 11 12 1 2 3 4 5 6 7 8 9 10 11

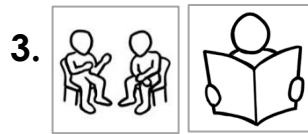
morning afternoon night



This is my class timetable.



Day	Monday	Tuesday	Wednesday	Thursday	Friday
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Start		9:00 am	9:00 am		10:00 am
Finish		12:00 pm	12:00 pm		1:00 pm
Room		4	4		3



I start class at 9:00 am on Tuesday and Wednesday.
I finish class at _____.



I start class at _____ on Friday.
I finish class at _____.



morning afternoon

Ming starts class in the _____.

He finishes class in the _____.

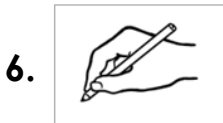
Note the Present Simple, 3rd person singular verbs – starts, finishes



This is my class timetable.



Day	Monday	Tuesday	Wednesday	Thursday	Friday
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Start	9:00 am	9:00 am	12:00 pm	12:00 pm	
Finish	1:00 pm	1:00 pm	3:00 pm	3:00 pm	
Room	6	4	4	7	



I start class at _____ on Monday and Tuesday.
I finish class at _____.



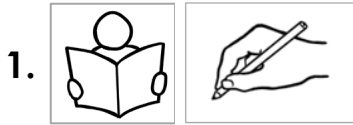
I start class at _____ on Wednesday and Thursday.
I finish class at _____.



My class timetable

Students need to tick the days they attend class and write their start, finish times and room numbers.

Day	Monday	Tuesday	Wednesday	Thursday	Friday
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Start					
Finish					
Room					



Ask the students about opening and closing hours on other days.

What time does the supermarket open **today**?



 Supermarket Opening Hours	
Mon - Fri	7 am – 9 pm
Sat	8 am – 9 pm
Sun	8 am – 8 pm

- Today is _____.
- The supermarket opens at _____ today.
- It closes at _____.



Ask students to circle yes or no to Anika's question. Then ask them to circle the opening and closing times on different days.

Is the market open **today**?



Yes / No

Kellivale Market  **Open 4 days a week**

Opening hours

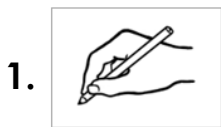
Thursday 8 am – 3 pm

Friday 7 am – 6 pm

Saturday 8 am – 4 pm

Sunday 9 am – 3 pm

Monday, Tuesday and Wednesday - **Closed**



- The market opens at _____ on Thursday.
 - It closes at _____ on Thursday.
 - The market opens at _____ on Friday.
 - It closes at _____ on Friday.
 - The market opens at _____ on Saturday.
 - It closes at _____ on Saturday.

8. What month is it?

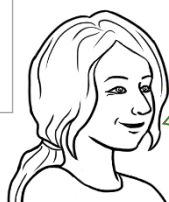


Circle the number for April.



Students listen and repeat the months together. You then read aloud the months at random; students circle the number.

Long words		Short words
1	January	Jan
2	February	Feb
3	March	Mar
4	April	Apr
5	May	May
6	June	Jun
7	July	Jul
8	August	Aug
9	September	Sep
10	October	Oct
11	November	Nov
12	December	Dec



How many months are in a year?

___ months





Listen, say and clap the stressed syllables longer and stronger.

○	○ ●	● ○
March May June	April August	July

○ ● ● ●	● ○ ●
January February	September October November December



Listen, say and clap the months in order. The stressed syllables are in bold.

January	February
March	April
May	June
July	August
Sept em ber	Oct o ber
Nov em ber	Dec em ber



Students copy the months and write the number of each month in the boxes.

January

January

February

March

April

May

June

July

August

September

October

November

December

3.



Students read the months aloud with a partner.

1.



Circle July.

Give instructions to circle different months. As you do, ask questions about the order of the months. e.g. *What's the month before/after July?*

January	→	February	March
April		May	June
July		August	September
October		November	December

2.



Write the missing months.

January	_____	March
_____	May	_____
July	_____	September
_____	November	_____


3.



Write the missing months.

_____	February	_____
April	_____	June
_____	August	_____
October	_____	December

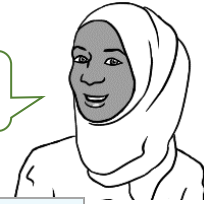
9. What's the date?

1.  This unit requires students to read and write the date only, so teaching the ordinals is unnecessary. However, it's practical for students to be able to **say** a number of dates. e.g. the day's date, birthdate, date of arrival in Australia. This would require teaching the ordinals. See this section in the Teacher Resources.



What's the date today?

24 June



Say:
the **24th**
of **June**

June 2025						
Mon	Tues	Wed	Thurs	Fri	Sat	Sun
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

2. 


a. The date today \longrightarrow

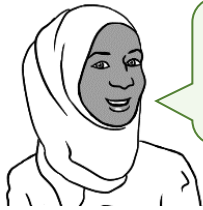
b. The date today in numbers

Day	Month	Year
24	June	2025
24	06	2025
24 / 06 / 2025		

Check, copy and say the dates on everyday items. e.g. ATM and Medicare cards, driver licences, use-by dates on food.

Explain that a zero is added before months and days with a single digit, when writing the date in numbers.

3.  February 01 07 September
 April 02 08 October
 January 03 09 July
 June 04 10 December
 March 05 11 August
 May 06 12 November

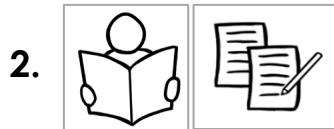
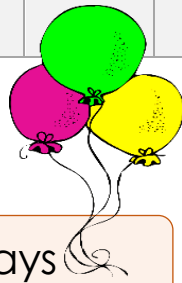


It's my daughter's birthday today. Her name is Hani.

Happy birthday Hani.





June 2025						
Mon	Tues	Wed	Thurs	Fri	Sat	Sun
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					




Birthdays

Students need only copy the digital date format. Remind students that zeros must be added before months and days with a single digit.

a.  Hani's birthday 24 June 2021 24 / 06 / 2021
24 / 06 / 2021

b.  Tahil's birthday 27 June 1994 27 / 06 / 1994

c.  Sahra's birthday 7 July 1996 07 / 07 / 1996

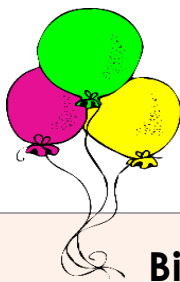
1.






Match the dates.

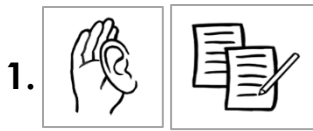
a. 24 June 2021	07 / 07 / 1996
b. 27 June 1994	24 / 06 / 2021
c. 7 July 1996	27 / 06 / 1994

1.



Copy the digital dates before and after the birthdays.

The date before	Birthdays	The date after
<p>a.</p> <p>23 June 2021 23 / 06 / 2021</p> <p>_____</p>	<p>Hani's birthday</p>  <p>24 June 2021 24 / 06 / 2021</p>	<p>25 June 2021 25 / 06 / 2021</p> <p>_____</p>
<p>b.</p> <p>26 June 1994 26 / 06 / 1994</p> <p>_____</p>	<p>Tahil's birthday</p>  <p>27 June 1994 27 / 06 / 1994</p>	<p>28 June 1994 28 / 06 / 1994</p> <p>_____</p>
<p>c.</p> <p>6 July 1996 06 / 07 / 1996</p> <p>_____</p>	<p>Sahra's birthday</p>  <p>7 July 1996 07 / 07 / 1996</p>	<p>8 July 1996 08 / 07 / 1996</p> <p>_____</p>



1. Project the grid. Add the current month's details for the students to copy on the empty grid below. Include the month, year and dates.

Mon	Tues	Wed	Thurs	Fri	Sat	Sun



1. Circle today's date.



As well as circling the current day's date on the grid above, ask students to circle other dates. e.g the day after today/ tomorrow, the day before today/ yesterday, next Saturday, next Monday, special days



2. On the board, write in digital format all or some of the dates students have circled. Students copy the dates on the lines below, adding the names of other days circled.

Dates

- a. Today _____
- b. Tomorrow _____
- c. Yesterday _____
- d. Next Saturday _____
- e. _____
- f. _____
- g. _____

10. Special dates



This is the 2025 calendar. See the Teacher Resources for a blank template to complete for the current year.



What's a special date for you Carim?



The start of the holidays.

1 January							
M	T	W	T	F	S	S	
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30	31			

2 February							
M	T	W	T	F	S	S	
					1	2	
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28			

3 March							
M	T	W	T	F	S	S	
					1	2	
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	
31							

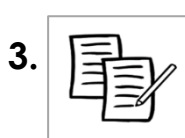
4 April							
M	T	W	T	F	S	S	
	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
16	22	23	24	25	26	27	
28	29	30					

5 May							
M	T	W	T	F	S	S	
			1	2	3	4	
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30	31		

6 June							
M	T	W	T	F	S	S	
						1	
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30							



Circle the class terms 1 & 2 start and end dates on the calendar. These are the 2025 NSW dates.



Copy the digital dates. Ask, *When do the April holidays start? When do the holidays end?*

Class terms	Start	End
Term 1	3 February 2025 03 / 02 / 2025 <u>03 / 02 / 2025</u>	11 April 2025 11 / 04 / 2025 _____
Term 2	28 April 2025 28 / 04 / 2025 _____	4 July 2025 05 / 07 / 2025 _____



1. Talk about and circle special dates such as public holidays, excursions, local events, celebrations etc

This is your **January to June** calendar. Circle some special dates.



1 January						
M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

2 February						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

3 March						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

4 April						
M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
16	22	23	24	25	26	27
28	29	30				

5 May						
M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

6 June						
M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						



2. Write the start and end dates for each term on the board in digital form for students to copy. Circle the dates on the calendar.

a. Class terms	Start	End
Term 1	_____	_____
Term 2	_____	_____



b. New Year's Day _____

c. ANZAC Day _____

d. _____

e. _____

f. _____

On the board, write the dates of public holidays, excursions, local events and celebrations such as Easter, Chinese New Year, Ramadan. Students copy the events and dates.



1. Talk about and circle special dates.

This is your **July** to **December** calendar. Circle some special dates.



7 July						
M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
27	29	30	31			

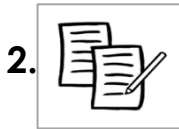
8 August						
M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

9 September						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

10 October						
M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
15	16	17	18	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

11 November						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

12 December						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				



2. Write the start and end dates for each term on the board in digital form for students to copy. Circle the dates on the calendar..

a. Class terms	Start	End
Term 3	_____	_____
Term 4	_____	_____

b. Melbourne Cup Day _____

c. Christmas Day _____

d. Boxing day _____

e. _____

f. _____

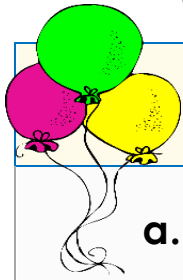


On the board, write the dates of public holidays, excursions, local events and celebrations.. Students copy the events and dates.



Students will need support completing this page and their work checked on completion. The dates of some special days can be copied from previous pages.

Write your special dates.



My special dates

a. Birthdays

Students write the birthdates of children, other family and/or friends.

My birthday _____



b. Arrival in Australia _____

c. Special days

