

## Lesson: Get Organised – Making Arrangements

**Level:** Pre-intermediate

**Age:** Upper Secondary / Adult

**Time:** 50 - 60 minutes

**Language objectives:** speaking – to practise functional language for making arrangements

**Key life skills:** time management, prioritising

**Materials:** one copy of the worksheet per student; one copy of Activity sheet 1 (Student A) and Activity sheet 1 (Student B) per pair; one copy of Activity sheet 2 per student



Teacher's notes

### Procedure

#### Lead-in

1. Write on the board *Plans for the weekend* and put students into pairs to discuss this. Listen for the grammar and various structures they use to do this (often the present simple!).

#### Worksheet

2. Hand out the worksheet. Ask two students to read the conversation in Activity 1.

3. Elicit the answer to the question, *Where and when are they meeting?*

Write the answer on the board:

*They are meeting at Leicester Square tube station at 7pm on Saturday.*

4. Focus on the table in Activity 2. Tell students to discuss in pairs the meanings of the phrases. Tell them to try to work them out from the text rather than using a dictionary.

**Key:** 1. *How are you?; 2. Thanks.; 3. What's wrong?; 4. What are you doing ...?; 5. Would you like to ...?*

5. Ask students to complete Activity 3a.

**Key:** *Do you fancy ...?; How about ...?; Shall we ...?; Let's ...*

6. Now ask students to complete Activity 3b.

**Key:** *followed by an infinitive – Shall we ...?; Let's ... followed by –ing form or noun – Do you fancy ...?; How about ...?*

7. Give students some more example sentences for the phrases. For example:

- *Shall we go for a coffee?*
- *Let's meet at the corner.*
- *How about meeting at the corner?*
- *Do you fancy a coffee?*

### Activity sheet 1

8. This activity gives controlled practice for the target language.

Put students in pairs and designate each student as either A or B.

Give each student A a copy of Activity sheet 1A, and each student B a copy of Activity sheet 1B.

9. Students have to use their strip to make their half of the conversation using the language they learnt on the worksheet. Tell all the students to look at the example strip at the top of the page. Perform the dialogue with a strong student. In the example, the students will be able to see both strips. Lead the example conversation by taking the role of student A so that it goes something like this:

**Teacher:** Do you fancy going to the art gallery?  
**Student:** Yes, great. What day?  
**Teacher:** How about Sunday?  
**Student:** Fine. Shall we meet at 2pm?  
**Teacher:** Perfect. Let's meet outside the cinema.  
**Student:** Ok.  
**Both:** See you then!

10. Ask the students to recall the conversation and write it on the board. Underline the phrases of suggestion and ask students to substitute each of them with another. Highlight that the initial suggestion should start with *Do you fancy ...?* Also elicit other ways of responding positively; for example, *great, good idea*.

11. In pairs, students should now perform the two conversations on the sheet.

### Activity sheet 2

12. Elicit from the class some activities in the area/city where they are. These could be general activities, such as *go to a restaurant* or more specific activities, such as *go to the Tate Modern*.

13. Hand out one copy of Activity sheet 2 to each student. Tell students to choose three things they

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would like to do this weekend and write them next to the bullet points.

14. Go through the rules on the activity sheet with the students. These rules are so that the students move around and don't just arrange all their activities with the same person.

15. Do an example by writing three activities you'd like to do on the board and following the example conversation on the activity sheet with a student. Highlight how to politely refuse somebody if you are busy and show how we generally tell the other person what we have previously arranged, e.g. *I'm sorry, I can't. I'm going to the cinema with John.*

16. Give the activity a time limit; for example, 15 minutes. Monitor to check they are using the target language correctly. At the end of the activity, elicit some arrangements from students. Ensure they give correctly formed sentences by writing an example on the board:

*On Saturday, I'm going to the cinema with John. We are meeting at 7 o'clock outside the cinema.*

17. Finally, ask a few students what they are doing this weekend (in real life!).



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### Activity 1

It's Friday afternoon. Two English teachers are in the staff room. They have finished lessons for the week.

**Ann** Hi Jane. How's it going?  
**Jane** Good, cheers. You?  
**Ann** Not bad.  
**Jane** You sound a bit down. What's up?  
**Ann** Nothing. I'm just a bit tired.  
**Jane** What are you up to this weekend?  
**Ann** Not a lot. You?  
**Jane** Not much. Do you fancy going for a drink?  
**Ann** Yeah, that sounds good. When?  
**Jane** How about Saturday evening?  
**Ann** Good idea. Shall we meet at 7pm?  
**Jane** Excellent.  
**Ann** Let's meet at Leicester Square outside the tube station.  
**Jane** Great. See you there!

### Activity 2

Complete the table with the meanings of the phrases.

phrase	meaning
1. How's it going?	
2. Cheers	
3. What's up?	
4. What are you up to ...?	
5. Do you fancy ...?	

### Activity 3

- Underline the phrases in the conversation (Activity 1) used to make suggestions.
- Put the phrases in the correct column.

followed by an infinitive	followed by <i>-ing</i> form or a noun




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### Activity sheet 1: Student A





#### Example

<b>A Suggest:</b> 	<b>B Respond:</b>  <b>And ask:</b> 'What day?'	<b>A Suggest:</b>  <b>SUNDAY</b>	<b>B Respond:</b>  <b>And suggest:</b> meet / 2pm
<b>B Respond:</b>  <b>And suggest:</b> meet / outside	<b>Both:</b> 		

#### Conversation 1

<b>Suggest:</b> 	<b>B</b>	<b>Suggest:</b>  <b>SATURDAY</b>	<b>B</b>	<b>Respond:</b>  <b>And suggest:</b> meet / outside	<b>B</b>	<b>Both:</b> 
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#### Conversation 2

<b>B</b>	<b>Respond:</b>  <b>And ask:</b> 'What day?'	<b>B</b>	<b>Respond:</b>  <b>And suggest:</b> meet / 8pm	<b>B</b>	<b>Respond:</b> 	<b>Both:</b> 
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### Activity sheet 1: Student B




#### Example

<b>A Suggest:</b> 	<b>B Respond:</b>  <b>And ask:</b> 'What day?'	<b>A Suggest:</b>  <b>SUNDAY</b>	<b>B Respond:</b>  <b>And suggest:</b> meet / 2pm
<b>B Respond:</b>  <b>And suggest:</b> meet / outside	<b>Both:</b> 		

#### Conversation 1

<b>A Respond:</b>  <b>And ask:</b> 'What day?'	<b>A Respond:</b>  <b>And suggest:</b> meet / 6pm	<b>A Respond:</b>  <b>And suggest:</b> meet / 6pm	<b>Both:</b> 
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#### Conversation 2

<b>Suggest:</b> 	<b>A Suggest:</b>  <b>WEDNESDAY</b>	<b>A Respond:</b>  <b>And suggest:</b> meet / King's Head	<b>A Both:</b> 
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Activity sheet 1B

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### Activity sheet 2:

Write down three things you'd like to do this weekend.

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Find somebody to do each activity with. Arrange a time and a place to meet.  
Write the arrangement in your diary below.

Saturday	Sunday
morning	morning
afternoon	afternoon
evening	evening

### Rules

Only one other person can come with you.

If you are free, you must agree with someone else's suggestion.

You can only do one activity with the same person.

### Example conversation

A What are you up to this weekend?

B Not much.

A Do you fancy going to the cinema?

/

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B Yes, great. What day?

B Sorry, I can't. I'm ...

Arrange a time and a place to meet.