

Arranging to Meet

1 Look at this conversation. What words do you think go in the spaces? Write in pencil, and compare with your partner.

A Hello Jane.
 J Hi there – how’s everything going?
 A Not bad thanks. go out for dinner next week?
 J Yeah,! When?
 A Tuesday evening?
 J Sure. What time meet?
 A 6:30?
 J OK. Where meet?
 A at the café in the station?
 J Great. So, I'll see you on Tuesday at 6:30,



Now listen to your teacher read the conversation. Make a note of any differences.

2 Look at this conversation. What words do you think go in the spaces? Write in pencil, and compare with your partner.



R Hello Peter!
 P Evening, Robert.
 R go for a drink tomorrow evening?
 P I have a meeting that evening.
 R Oh, OK.
 P Yeah.

Now listen to your teacher read the conversation. Make a note of any differences.

3 Key Points! This is the part to MEMORIZE! Write an example for each of the following:

- INVITING SOMEONE > _____
- ACCEPTING AN INVITATION > _____
- DECLINING AN INVITATION > _____
- SUGGESTING SOMETHING > _____
- AGREEING > _____
- CONFIRMING > _____

Arranging to Meet: Teacher's Notes

Target Structure:	Inviting, Suggesting, Confirming, Declining
Vocabulary:	General
Level:	Elementary, Pre-Intermediate
Time:	30 minutes+
Preparation:	None

Suggested Teaching Method.

This handout teaches lots of functions all demonstrated in a realistic conversation. Use this to practice the target structures, and then get students to make their own conversations without using the text.

- Give one handout to each student. Ask them to read the first conversation and check that they understand the vocabulary. (It should be quite easy.) Tell students to work alone and guess what words should go in the spaces. Write the answers in pencil. Give a time limit (three minutes?). Students should then work in pairs. Monitor!

Tell students to listen to the actual conversation. (This can be found on the next page.) They should make a note of any differences. Get students to check again in pairs. Finally, go through as a group.
- Repeat steps one and two for the second conversation.
- Finally, students should write an example from the conversations of each of the functions. Explain the vocabulary ("suggesting") where necessary.

Additional ideas

- For many students, the most difficult part of this is the inviting function. This could be drilled quite easily. On the board, write 'Would you like to XXX this weekend?'. Conduct a drill in which students need to think of the verb.

e.g. (T=Teacher S=Student)

T: *Shopping*
S: *Would you like to go shopping this weekend?*

T: *Dinner*
S: *Would you like to have dinner this weekend?*

Write up some of the more problematic collocations on the board. This can be extended to include accepting and declining.
- Students can go around the room, inviting each other to different events.

How are we doing?



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Updated 2/4/2005

Conversations: You need to bring this to the lesson!**1**

- A Hello Jane.
- J Hi there – how's everything going?
- A Not bad thanks. Would you like to go out for dinner next week?
- J Yeah, I'd love to! When?
- A How about Tuesday evening?
- J Sure. What time would you like to meet?
- A How about 6:30?
- J OK. Where would you like to meet?
- A How about at the café in the station?
- J Great. So I'll see you on Tuesday at 6:30, then.

2

- R Hello Peter.
- P Evening Robert.
- R Would you like to go for a drink tomorrow evening?
- P I'm afraid I can't. I have a meeting that evening.
- R Oh, OK. Maybe some other time.
- P Yeah. Thanks anyway.