

Arranging a playdate: lesson plan

Arranging a playdate**Topic:** ESOL**Level:** SfL E2/ SQA National 3 /CEFR A2**Time:** 90 minutes**Aims**

- To develop learners' ability to listen for gist and detail
- To identify language to suggest, accept and decline
- To take part in a role play to make a social arrangement

Introduction

This lesson is about identifying and using language to make social arrangements, in the context of arranging a playdate. It provides learners with key phrases to suggest, accept and decline and gives practice at using them. The role play offers the opportunity to use the target language in a range of contexts, which can be selected to match individual learner needs and interests.

Before the lesson prepare:

Resource A (image of children playing/school) one copy to display - printed out or projected

Resource B (listening comprehension activities) print one copy per learner

Resource C (phrases) print out one copy per learner. This could be cut up for learners to physically put the phrases into categories.

Resource D (transcript) print out one copy per learner

Resource E (example diary page) one copy to display - printed out or projected

Resource F (blank diary page) print out one copy per learner

Resource G (role play scenarios) print out one copy per learner

Procedure**Warmer (5 mins)**

- Display the image (**Resource A**) and elicit words that learners associate with it eg. play, childhood, friendship etc (encourage all reasonable words).

Task 1 - discussion (10 mins)

- Write the following discussion points on the whiteboard as a list, put learners into small groups and give them 4-5 minutes to discuss:

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How do you make friends? Is it easier for children or adults to make friends? How important is it for children to play? Can people with no friends be happy?

- Conduct brief feedback.

Task 2 – listening (15 mins)

- Write 'playdate' on the whiteboard and elicit/explain that it is when children invite their friends to their house, often after school and will usually include having tea.
- Tell learners they are going to listen to two mums arranging a playdate. Write 4 names on the whiteboard: Adrienne, Fiona, Amy, Rebecca and ask learners to listen and decide which of the names belong to the mums and which to the children.

Suggested answers: mums are Adrienne and Fiona, children are Amy and Rebecca

- Give out activities 1 and 2 (from **Resource B**) and ask learners to listen again and complete activity 1, then listen again if necessary, and complete activity 2.
- Nominate learners to give the answers, open class and encourage supportive peer-correction. Check the meaning of any new vocabulary such as *vegetarian*.

Task 3 – identifying key language (20 mins)

- Write three headings on the whiteboard: *suggesting*, *accepting* and *declining* and ask learners if they know any words they might use to do these things. Give examples to clarify the meaning of each heading.
- Tell learners they are going to look at some phrases from the listening and group them according to the headings on the whiteboard. Put learners in pairs, give out **Resource C** and monitor as they complete the task.

Differentiation

Faster finishers could be given a transcript to find and highlight the phrases. Pairs could practise saying the phrases to each other.

Task 4 – using the language - intonation (10 mins)

- Display example sentences (Negative: Oh, that's a shame, I'm busy tonight / I don't eat meat, I'm afraid. Positive: that'd be great/that's fine etc etc) and model saying them.
- Ask learners to repeat chorally then ask individuals to repeat.
- Once learners have got this, ask a generic question, for example '*Would you like to come to dinner?*' and elicit positive and negative responses from individuals. Once this exchange is established, learners can ask each other in open pairs.

Differentiation/extension

Learners could record themselves on mobile phones and listen back to check their intonation.

Task 5 – role play (25 mins)

- Explain the 'structure' of this type of exchange - request, arrangements, summary. Display the transcript and elicit where the request comes (line 3) and where the summary comes (line 16 'so, ...'). Elicit the reason for giving a summary (to check understanding).
- Write the three structure headings on the left of the whiteboard, one above each other. With help from the learners, build up a simple dialogue on the whiteboard, writing the phrases suggested in the appropriate section (*request, arrangement, summary*) and pointing this out to learners. Then ask for a couple of volunteers to perform this dialogue. Learners who are not 'performing' should listen to check that the structure is adhered to.
- Tell learners they are going to perform a role play where they will make an arrangement. First learners need to fill in a diary with some things they are doing, but leaving some free time. Display an example diary sheet (**Resource E** - display copy) and tell learners to complete their own worksheets (**Resource F**) in a similar (but not identical) way. Monitor as learners complete the worksheet, checking that they leave some 'free time'.
- Before learners perform the role play in pairs, you might like to check that all learners understand the task clearly by using the display copy of **Resource E** as your diary, and perform an example conversation with a stronger learner, showing how you use the diary sheet to say if you are free or not.
- Put learners into pairs and give each pair a scenario (**Resource G**) then give a few minutes to perform the role play. Monitor and note down any common errors. The provide scenarios are: *children's playdate, meet a friend for a meal, arrange an outing with work colleagues*. Alternatively or in addition, you can provide scenarios which meet the specific needs and interests of your learners. A scenario should include the arranging of a time, day, and food or venue.
- Bring the class back together, give general/anonymous feedback, then swap the pairs and ask learners to perform again.

Differentiation

Consider how learners will be paired.

Cooler (5 mins)

- Recap any new vocabulary from the session. Depending on the words, you could give a definition and learners shout out the word, or say the word and ask learners to spell it aloud around the class, one letter per learner.

Extension activities / Homework

Learners can complete activities 3 and 4 from **Resource B**, listening to the audio to check their answers.

Answers

Resource B:

Activity 1

Activity 2

Activity 3

Activity 4

Resource C:

suggesting	accepting	declining
how about ...?	that'd be great	that's a shame ...
would you ...?	that's fine	... I'm afraid ...
will you ...?	that's lovely	
what about ...?	that'll be ok	
shall I ...?		