

Who does the job?

Arranged services | About 15-20 minutes

Compare doing a job yourself with arranging for someone else to do it. The situations below are fictional.

1. Find the person doing the work

A: Jo repairs her own bike in her garage.

B: Pat takes her bike to a repair shop. The mechanic repairs it.

Who repairs each bike? A: _____ B: _____

Who can say I had my bike repaired? _____

2. Build the useful pattern

I had my bike repaired yesterday.

have/get + object + past participle

The customer arranges the service; the mechanic does the repair.

Get is less formal here: I got my bike repaired.

Change the time by changing have/get, not the participle:

I get my bike repaired at this shop.

I got my bike repaired yesterday.

I am having my bike repaired now.

I will have my bike repaired tomorrow.

3. Complete the service message

a. Yesterday, a decorator painted our office. We had our office _____.

b. A technician is repairing my laptop now. I am having my laptop _____.

c. Tomorrow, a hairdresser will cut her hair. She will have her hair _____.

d. Every spring, a gardener trims their hedge. They get their hedge _____.

4. Change the message

A mechanic repaired my bike yesterday. Start: I got ...

A cleaner will clean our windows tomorrow. Start: We will have ...

5. Ask a partner

What do you do yourself? What do you have done? When did you last have it done?

Explain your choice. You may use a fictional example. A longer accurate explanation is welcome.

Do it, buy it, have it made?

About 25-30 minutes with the private cards on pages 8-9

1. Three different arrangements

1. I made a cake. 2. I bought a ready-made cake.
3. I had a cake made.

A: A baker made a cake to my order.

B: I chose a finished cake already on the shop shelf.

C: I mixed the ingredients and baked the cake.

Match: 1 ____ 2 ____ 3 ____

2. Can we get a cake in time?

It is Friday morning. You need a cake for a retirement party.

A: use the private organiser card on page 8.

B: use the private supplier-information card on page 9.

Keep the cards separate. Ask and answer; do not show your page.

Find out the number of guests, budget, deadline and practical options. Agree a plan that fits every limit. Say who will do the work, the total cost and when the cake will be ready. Your partner checks the plan.

Useful language

How many people is it for? / How much can we spend?

When do we need it? / How long would it take?

We could make it ourselves / buy ... / have ... made.

That would cost ... / It would be ready at ...

So we will ... Is that right?

3. Feedback, a change, another attempt

Explain your plan. Ask your teacher for the update. Check which options still work and agree a new plan. Use one useful phrase from feedback. Then choose a few conversation questions on your private card.

4. Optional homework: make the worker clear

- a. A tailor shortened my trousers. I had my trousers _____.
- b. I baked the bread myself. Did I have it baked? _____
- c. Someone will print our invitations to order. We will get our invitations _____.
- d. Correct: I had repaired my bike by a mechanic yesterday.

A conversation everyone can enter

Learner prompt sheet | Suggested A2-B2 | 10-15 minutes

The usual conversation starter may be away. Choose a manageable contribution and give your partner a reason to listen. Use invented experiences if you prefer.

1. Choose one opening

A small success this week | Something I learned | A place I would recommend

My choice: _____

Three useful words: _____

2. Prepare a short contribution

Model: I tried a new walking route on Saturday. It was quiet and easy to follow. I would recommend it to someone who wants a short walk.

My first sentence: _____

3. Exchange and ask

Partner A speaks for about 30 seconds. Partner B listens and asks one question. Swap. You can use:

Where was it? / What happened next? / Why did you choose it? / Could you explain ...?

A detail I heard: _____

My follow-up question: _____

4. Bring one point to the group

Share your own point or, with your partner's agreement, one detail from their story. Invite another contribution: Did anyone have a similar experience? / What would you recommend?

From small talk to useful language

Learner task | Suggested B1-B2 | 15-20 minutes

Explain a hobby, game or familiar work routine to a listener who needs enough detail to take part. Choose something safe and ordinary; do not give technical repair instructions.

1. Set a real listening purpose

Choose: explain a simple game / describe a club activity / explain an ordinary office routine.

My topic: _____

What the newcomer needs to know: _____

2. Prepare three useful points

What people need: _____

What they must or have to do: _____

What they must not do, or may choose to do: _____

Invented game model: You need three picture cards. You have to describe one without naming it. Your partner can ask questions. You must not show the card. You do not have to use every detail.

3. Explain, then clarify

Explain to your partner. The listener asks about a missing step or unclear word, then summarises what they would do first. Use: Could you explain ...? / What happens if ...? / So first I ..., is that right?

A question my listener asked: _____

A phrase I needed: _____

4. Keep the meaning clear

You must not show the card: showing it is prohibited.

You do not have to use every detail: using every detail is not necessary.

Write one rule and one optional action for your own task.

Explain once more using one useful phrase from feedback. Aim for a clearer message, not a longer speech.

You can use a different structure if it expresses your meaning accurately.

A cake before four

Share your facts by speaking. Keep this page private.

It is Friday morning.

The party starts at 16:00 today.

There are 12 guests. Everyone needs a portion.

Your total budget is £40.

You have only 20 minutes free to make or collect a cake.

You can bake, but you do not know the preparation time or prices.

You can collect a cake whenever it is ready before the party, provided the trip fits your available time.

Ask B about the options

Find out: making time and ingredient cost; ready-made cake portions, stock, cost and collection time; a cake made to order, its portions, price and ready time. Share your limits. Check the plan together.

Help if needed: How long would it take? / How many does it serve?

How much is it? / When would it be ready?

We cannot ... because ... / We could ... / So we will ...

Keep talking: choose a few

1. What is one job you enjoy doing yourself?
2. When would you pay someone to repair something?
3. Would you make a present, buy one or have one made? Why?
4. Tell us about a time a practical plan went wrong.
5. Which matters most here: time, money or a personal touch?
6. What would you ask before having a poster designed?

Follow an answer: What happened next? / Why that choice?

Who did the work? / Would you do the same again?

Three ways to get a cake

Share facts by speaking. You do not know the organiser's limits.

MAKE IT YOURSELF

Ingredients: £12. Makes 12 portions.

Total preparation and baking time: 2 hours.

BUY READY-MADE

£20 per cake. Each serves 8 people. TWO in stock.

Collecting one or two takes 15 minutes in total.

HAVE IT MADE TO ORDER

£35 for 12 portions. Ready at 17:00 today.

Collection takes 15 minutes in total.

Find out what A needs

Ask about guest numbers, budget, deadline and available time. Explain the options. Agree a plan that fits every limit. Do not invent extra money, extra time, delivery or extra stock. Your teacher will supply any change.

Help if needed: How many people is it for? / What is the budget?

When do you need it? / How much time have you got?

We could buy ... / You could have ... made. / That would cost ...

Keep talking: choose a few

1. What is one job you prefer having done for you?
2. When is a ready-made item the best choice?
3. What would you like to learn to make or repair?
4. Tell us about a service you were pleased with, or invent one.
5. What would make a made-to-order item worth the price?
6. What would you do if an ordered item arrived late?

Follow an answer: Could you give an example? / Why?

What did you ask for? / What would you change?