

The Perfect Weekend Itinerary

Planning Leisure Activities

PART 01 Warm-Up Activity

- How do you usually spend your weekends?
- Are you a planner, or do you prefer to be spontaneous?
- What is an activity you absolutely love, and one you can't stand?

PART 02 The Scenario

You and your friends have a completely free Saturday coming up. You want to spend the whole day together, but everyone has different tastes. You need to plan a morning activity, a place for lunch, and an afternoon activity.

THE TASK & GOAL

Create a shared, three-part itinerary for Saturday that everyone in your group is happy with.

1. Brainstorm a list of possible activities and food options for Saturday.
2. Discuss the options, expressing your strong likes, dislikes, and preferences.
3. Negotiate when there is a disagreement.
4. Finalize a schedule (Morning, Lunch, Afternoon) and write it down.

REFERENCE Useful Language

EXPRESSING STRONG LIKES	EXPRESSING DISLIKES	EXPRESSING INDIFFERENCE & PREFERENCES
I absolutely love...	I'm not much of a [curry] fan.	I don't really mind.
I'm really into it!	[Skateboarding] isn't really my thing.	Happy either way. / I'm not fussed.
I'm a big fan!	No way! I can't stand them.	I'd much rather [have sushi].
It's so my thing!	I couldn't think of anything worse!	I'd definitely go for [pizza].

PLANNING & NOTES

Plan your dialogue here

PART 03 Reflection

- Was it easy or difficult to agree on an itinerary? Why?
- Which new phrase for expressing a preference did you use the most today?

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Target language practice.

⌚ TIME

40 MINS

📄 OBJECTIVE

Students will be able to negotiate a plan by naturally expressing their likes, dislikes, preferences, and indifference.

🎓 GRAMMAR FOCUS

EXPRESSING PREFERENCES AND INDIFFERENCE

- I'd much rather have sushi
- I'd prefer sushi to pizza
- I'm not fussed
- Both are okay with me.

📖 KEY VOCABULARY

FANCY

INTO

STAND

PREFER

FUSSED

Procedure

1. **Warmer (5 mins):** Ask the warm-up questions to the whole class. Elicit a few activities people love or hate to establish the context of weekend planning.
2. **The Task (20 mins):** Put students in groups of 3-4. Hand out the worksheets. Explain the situation and goal. Monitor the groups as they brainstorm and negotiate. Encourage them to use the phrases from the Useful Language Box, especially when they disagree. Note down any common errors with "rather/prefer" for later.
3. **Feedback (15 mins):** Ask each group to present their final Saturday itinerary to the class. Ask the rest of the class for their opinion on each itinerary (e.g., "What do you all think?"). Write the common errors you heard on the board and correct them together as a class.