

Unit 2 >>> Organise your things

**Aim:** To help students to organise their personal belongings.

### 1 Lead-in

- Explain to students that you are going to give them two minutes to discuss and write down five things that they use every day when they get up in the morning. Make clear that these are things they always like to use or have. Students may not know this vocabulary yet, so brainstorm or elicit some ideas (suggested answers: hair gel, hair brush, toothbrush, book, special cup). After two minutes, collect students' suggestions and write them on the board. Then get students to tell you where they keep these things. Keep a record of what students say on the board.
- Depending on what students say in the first part of the lead-in, elicit from students and write on the other side of the board the possible places to keep these things to revise the language for the task that follows: *pens and pencils, house keys, mobile phone, MP3 player, school books, reading books (novels, comics, etc), CDs or music, photos, favourite clothes, jewellery, shoes, hair gel, school bag, bus pass.* (Suggested answers: cupboard, wardrobe, drawer, bathroom, school bag, pencil case, in a box, on shelves / on a book case.)
- Encourage students to look at the three students in the Student's Book (page 26) and say which one they are most like and why. Ask students: *How often do you lose things? What do you lose? Why?*

### 2 Choose a scenario

- Ask students to work in pairs and choose one of the three scenarios, A–C.
- Make sure that students can identify all the objects in the pictures.
- Explain to students that you want them to use the pictures as the imaginary space that they need to organise for someone else. Make clear to students that they should discuss the matter with their partner and then decide on the best way to organise the space. Explain that students should be able to say why their system is best: *Let's put the timetable on the wall. He needs to see his timetable in the morning and then choose his school books.*
- Encourage students to create a plan of where all the things go. They can label the picture and then use it to explain how they organise the things.
- Refer students to the Reflection point while they are doing the task.

### 3 Reflection point

- Explain to students that organising their things is a very personal thing; each person has different habits and needs. Explain that being organised is not just about keeping their room tidy, it's also a way to manage their life, their things and their time. Point out that when things are organised it's much easier to find them quickly.

### 4 Class discussion

- Ask each pair to work with another pair who chose the same scenario and to compare their organisation systems. Encourage them to identify any differences and similarities and find out why the other group chose to organise things in this way.
- Ask students: *Is your system the same? Do you think one way is good and one is not so good? Why?/Why not?* Use the following questions and statements to discuss organising things as a class.
- Is it easy to be organised only when someone helps you do it? Why?/Why not?
- After doing this task do you think you are a good organiser or not?
- Do you want to change some things around in your room, your school bag or wardrobe?
- At the moment, who organises most of the things at home?
- Can you use this skill to help organise other things in the house? What? How?

### 5 Work alone

- Ask students to work alone to choose a second scenario from A–C and follow the same steps as in section 2.
- Once they have finished, invite volunteers who approached each scenario to present their systems to the class.
- Encourage students to listen and take notes so that they can suggest possible useful changes after they have listened to their classmates. Check if students can explain or justify their suggestions.

### 6 Extend

- Get students to work in pairs and think of three things they would like to put in their room or change about their room in order to make it more organised (eg box, cupboard, cork board, jewellery box, bookcase, CD case).
- Now ask students to think of three things in their room that they could get rid of that would make space for new things (eg old books, comics, music they don't use, small clothes). Elicit their answers and ask what they think they could do with these things. Do they really have to throw them away?
- Ask students if they know about sites like Ebay and Gumtree. Encourage students to do a clear-out of their rooms and organise a 'virtual sale'. Ask students to go back home, make a list of things in their room they really don't need any more and put these things towards the 'virtual sale'. If they like, they can take photos of the objects and show them to their classmates. Make clear to students that these things should not be broken; they should be things like books, CDs and old gadgets. Allow students to conduct a 10-minute 'sale' in a following class.