

A time that works

Teacher notes · version 1

Purpose: a learner can negotiate and confirm a simple arrangement. Start by sorting conditions, then elicit examples for the vocabulary. Read the messages once for the change of plan and again for evidence. Model the contracted forms we're and I'm. The grammar page introduces only the future-arrangement use; do not suggest present continuous is the only possible future form. For the role play, let learners plan privately before speaking. Success: an intelligible agreement with day, time, place and responsibilities; at least one correctly formed present-continuous arrangement. Accept equivalent clear wording. If support is needed, leave the sample confirmation visible. Extend by asking learners to reschedule politely. The text, exercises and examples are original; reference sources inform the grammar and level estimate. All roles and messages are fictional.

Answers belong to these teacher notes, not the student scene. This is an editorial release; it has not yet been trialed with a teacher and learner.

Check the messages and the pattern

1. Why can't Jordan meet on Wednesday?

Answer / criteria: Jordan is helping a cousin with a school project. The message does not say Jordan is working that afternoon.

2. Which detail shows the room is reserved, not just available?

Answer / criteria: Alex says they called the center and booked the room.

3. Complete: We ____ (meet) at the center on Thursday. Use the form for an agreed arrangement.

Answer / criteria: are meeting / 're meeting. Present continuous: be + meeting. Thursday makes the future reference clear.

4. Alex says: "I'm bringing two practice interviews." Does Alex mean now or Thursday? Give evidence.

Answer / criteria: Thursday. The message confirms the Thursday meeting; the interviews are for that meeting. No evidence says Alex is carrying them at the moment.

Use and attribution

© 2026 MomentDesk / PRYADKO DANILA. Free to use and adapt for your own lessons, including paid tutoring. Keep the MomentDesk attribution when sharing a template. Do not resell or republish the template as your own.

British Council LearnEnglish Teens — Present continuous, section on future arrangements — <https://learnenglishteens.britishcouncil.org/grammar/a1-a2-grammar/present-continuous>

Council of Europe — CEFR levels, section "The CEFR Levels" — <https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions>