Who’s doing what?

Five student pages | 60-75 minutes | Pairs, groups, one-to-one and online

Outcome: Learners assign work, clarify the result, negotiate a deadline and confirm an agreement. The planning challenge has several valid solutions.

Before class

Give learners only the student pages. Keep the update on page 4 covered until four minutes into the challenge. Optional audio: AT1-Aisha-and-Ben-Dialogue.mp3 (55 seconds). Play it before showing student page 3; use teacher page 4 for the listening tasks and script.

Stage	75 min	60 min	Teaching focus
1 Pictures	7	5	Model one request and reply. Let learners choose roles; change roles after each scene.
2 Clear requests	5	5	Elicit who, exact result, deadline and help.
3 Phrase quiz	10	8	Choose, compare and underline complete phrases.
4 Request + reply	7	5	Every request needs a response and confirmation.
5-7 Conversation	12	10	Complete, check meaning, then agree a new plan. Optional listening replaces part of this stage.
8 Challenge	15	12	75-min route: read 2, plan 8, check 5. 60-min route: read 2, plan 8, check 2. Reveal update at minute 4 of planning.
9 Speaking	14	12	Choose six questions; insist on follow-up questions.
Feedback + exit	5	3	Correct 2-3 examples. Use the exit task and set Exercise 10.

Support and challenge

Support: Keep phrase prompts visible; model a realistic refusal. Learners can invent a workplace.
One-to-one: Teacher and learner propose plans and negotiate one final version.
Online: Use a shared table or chat for owners and times; reveal the update after four minutes.
Challenge: Hide prompts and ask for a 30-second spoken handover.
Tone: “I’d like you to...” and “I’ll put you in charge...” may sound managerial. Discuss who is speaking to whom.

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Clear language, clear replies

Closed tasks have answers; speaking tasks allow alternatives.

1-2 Suggested responses

A: Could you check six orders by 3 pm? / Sure. Which six?
B: Could you write down each person's job and deadline by noon? / Yes. Where shall I save the plan?
C: Could you check the figures and return the draft by 3 pm? / I can, but which figures should I check first?
D: Could you prepare the first slide draft by Thursday at 10 am? / Could we make it 11 am? / Yes. I'll email the team.
2: Ben, could you prepare five slides about our latest sales by Thursday at 10 am? I'll send the figures today. Let me know if you need help.

3 Phrase quiz

1 B take; 2 A take; 3 B make; 4 A pass; 5 B share;
6 B take; 7 B put; 8 B let; 9 A appoint; 10 B come up with.

4 Request and response

Answers vary. Check the phrase, a specific result, a realistic deadline and a response. Accept clarification or negotiation; do not require immediate agreement.

5 Conversation

1 take charge of; 2 put you in charge; 3 come up with;
4 by Thursday; 5 let me know; 6 take care of.

Also accept "take care of" in gap 1 and "take charge of" in gap 6 if each phrase is used once. Explain that taking charge suggests leadership; taking care of suggests handling the task.

6 Agreement check

a. Ben will prepare the slides and give the presentation.
b. The latest sales figures; Aisha will send them that afternoon.
c. First draft: Thursday at 10 am. Progress check: Thursday at 2 pm.
d. "Do you mean the slides, or the presentation itself?"

7 New plan

Accept different arrangements that cover the room, presentation and lunch. Listen for a clarification question, a negotiated deadline and a final confirmation of who does what.

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A plan that holds together

Check the constraints before awarding points.

8 One valid plan

This plan works both before and after the update. It is an example, not the only answer. Strengths do not restrict who may do a job.

Owner	Job	Start - finish
Aisha	Book room	Wed 9-9.30 am
Omar	Book lunch	Wed 9-9.30 am
Omar	Check figures	Wed 9.30-10.30 am
Ben	Prepare slides	Wed 1-3 pm
Lina	Check slides	Thu 9-9.30 am

Why it works: All deadlines are met; work fits available hours; Omar finishes the figures before Ben starts the slides; Lina checks Ben’s work; everyone has a job. Ben works on Wednesday, so the Thursday change does not affect him.

Make the update useful

If learners originally choose Ben on Thursday 10 am-12 noon, they must move his two-hour slide task. They could use Wednesday after the figures are checked. If their plan already works, ask them to explain why. Do not require an unnecessary change.

Check and score

Award up to five points for jobs with an owner and valid start/finish times. Add one point each for: deadlines; availability and no overlaps; figures checked before slides; a different slide checker; everyone given a job. Do not deduct language errors from the planning score. Give separate language feedback.

9 Final speaking and feedback

Answers are personal. Learners choose six questions and ask follow-ups. Note successful clarification and negotiation. Correct “take care of book” to “take care of booking”, and “until Thursday” to “by Thursday” for a deadline. Finish with the student exit task.

10 Homework key and sample

a. 1 care; 2 take; 3 put; 4 charge; 5 up; 6 know.

b. Sample message:
Hi team,
Maya, could you prepare a one-page summary of this month’s sales by Thursday at 11 am? I’ll send you the figures this afternoon. Leo, please take care of booking a room for six visitors by Wednesday at noon. Let me know if you need help or if either deadline is difficult. Please reply today so we can confirm the plan and avoid any last-minute confusion.
Thanks,
Alex

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Hear the agreement

Audio + script | Aisha and Ben | 55-second MP3

Why use it? Learners hear how a colleague checks a task and politely negotiates time. Use this instead of part of the reading stage, so it does not become a second full activity.
Delivery: Two voices if possible; natural, clear pace, around 115-125 words per minute. Allow short pauses between turns. The supplied two-voice MP3 lasts 55 seconds.

Listen first; show the text afterwards

1. First listen: What event are they preparing for? What is Ben’s main responsibility?
2. Second listen: What does Ben need? When is the first draft due? Who books the room? When will they check progress?
3. Compare: Learners compare answers. Show student page 3 and complete the gaps from memory, then listen or read again.
4. Notice: Which line asks for clarification? Which line negotiates the deadline?

Audio transcript / teacher-read script

Aisha: We need to get ready for Friday. Ben, could you take charge of the presentation?

Ben: Do you mean the slides, or the presentation itself?

Aisha: Both, please. I’d like to put you in charge of that part of the visit.

Ben: All right. I can prepare the slides, but I need the latest sales figures.

Aisha: I’ll send them this afternoon. Could you come up with a first draft by tomorrow?

Ben: Tomorrow is difficult. Could I send it by Thursday at ten a.m. instead?

Aisha: That works. Please let me know if anything changes.

Ben: Will do. Who will take care of the room booking?

Aisha: I will. Let’s check progress on Thursday at two p.m.

Listening answers

1: Friday’s client visit; Ben prepares the slides and gives the presentation.
2: Latest sales figures; Thursday at 10 am; Aisha; Thursday at 2 pm.
4: “Do you mean the slides, or the presentation itself?” and “Tomorrow is difficult. Could I send it by Thursday at ten a.m. instead?”
No player available? Read the script twice. Learners need not imitate an accent; focus on meaning, clear deadlines and polite phrasing.

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