

Suggest, clarify and agree

BEM1 | B1-B2 | Workplace learners | Core 60 min + later 15 min

Outcome: contribute a suggestion/reason, share or clarify a constraint and confirm an action plan others understand. Retains the original 15-person welcome-event decision and changed round. All prices, procedures and results are fictional. No recording required.

Distribute only the intended pages

Share pages 1-2 with all three learners. Give page 3 only to A, page 4 only to B, page 5 only to C. Keep pages 6-8 with the teacher. Use the separate role PDFs online; do not share the full pack with learners. Each learner has private notes for an independent final summary. All first-round facts needed are supplied. Keep second-round information on page 7 private until the first meeting and feedback/retry are complete. Rotate roles and privately read/copy the full replacement message to each new role. Do not give a learner all three messages.

Core route: about 60 minutes

0-8: ask which workplace meetings learners attend and what makes joining in difficult. Read the short different-case model and check who does what/by when. Choose one useful language focus.

8-15: read the shared agenda, then distribute A/B/C privately. Explain quote, step-free, reserve and invitation. Allow keyword preparation; avoid revealing hidden constraints.

15-23: first meeting. Each contributes; then everyone writes their own summary before comparing. Record an example and one listener misunderstanding if present.

23-31: select one or two useful targets: asking before deciding, linking reason to need, inviting a contribution or confirming an action. Elicit repair, model if needed, then rehearse a short exchange.

31-39: keep roles and repeat the first meeting with the chosen target. Compare separate summaries and support used. This is a supported retry of known facts.

39-44: rotate A to B, B to C, C to A. Give each their full private round-two message from page 7. Shared agenda remains; role messages replace conflicting facts.

44-54: changed meeting, independent summaries, read-back and correction. Attend to individual contributions, not only the group result.

54-60: name a success, a useful change and a next step. Save language examples and support. Agree the supplied page 8 later check.

Adapt the format

One-to-one: learner chairs; teacher holds the other roles and shares their facts as part of a natural meeting. Do not force repeated guessing before a crucial fact is shared. Change learner responsibility in the next task.

Pairs: one holds A; the other holds B+C. Swap later. This practises a two-person meeting; it is not evidence of managing three separate voices.

Online: send shared pages plus one private role file. **Four learners:** fourth observes without fact cards, noting choice, constraints and action plan; include them as a speaker in another task.

Support: visible phrase bank, oral rehearsal, readable text, repetition and extra time. More challenge: cover the bank and summarise for an absent colleague. Avoid compulsory quotas, accent/eye-contact scores or acting out hierarchy.

Change the plan with reasons

BEM1 | Reveal round two only after first-meeting feedback and retry

Model and first-round keys

Model: cafe has 15 seats for 18 people, so office room with 20 seats is suitable for Thursday 11:00-11:20. Mo reserves it by Tuesday 12:00; Kim invites by Wednesday 12:00 after Mo confirms. No claim that it has already been booked.

First task: office challenge Thursday 14:00-15:00, £120 total, 15 within capacity 18, step-free office room. Tuesday excludes trainer; workshop takes 75 minutes and cannot be shortened; outdoor route has unconfirmed access and fails the stated indoor requirement under wet forecast. A tour could only become a confirmed alternative if new required facts were established; learners may identify a pending enquiry, not invent confirmation.

Actions: B checks/reserves room by Tuesday 11:00; C confirms quote/books by Tuesday 12:00 after B; A sends invitation by Wednesday 12:00 after confirmation. All actions are agreements for future work, not completed bookings.

Full replacement messages: send separately

New A | Chair: You want all 15 people to attend. Trainer is available only Thursday at 14:00. Event must finish within 60 minutes; workshop cannot be shortened. Ask both partners for updates. Send the invitation by Wednesday 12:00 after the booking and meeting point are confirmed.

New B | Logistics: One participant needs step-free access. The provider now confirms an **indoor, step-free tour** for all 15 people, Thursday 14:00, lasting 60 minutes. Wet weather will not affect it. Office room remains available 14:00-15:00. Confirm the chosen tour meeting point or office room by Tuesday 11:00 and tell C and A.

New C | Budget and summary: Budget stays £200; no increase or discount is allowed. Office challenge now costs **£220 total**. Indoor tour costs £60 total; workshop £180 and 75 minutes. Confirm quote/book by Tuesday 12:00 after B confirms practical arrangements. Tell A, then summarise the decision, actions and deadlines.

Round-two key and short rehearsal

Indoor tour Thursday 14:00-15:00 fits duration, all 15 people, access/weather and £60 price. Office challenge exceeds budget by £20; workshop exceeds time by 15 minutes. B confirms meeting point by Tuesday 11:00; C quote/books by Tuesday 12:00; A invites by Wednesday 12:00 after confirmation. Preserve the distinction between a selected option and a booking that still needs doing.

A: Could we keep the office challenge?

C: I can see the advantage, but the new quote is £220 and we can only spend £200.

B: The provider has now confirmed an indoor, step-free tour.

A: That could work. Can you confirm the time, capacity and meeting point?

B: The time and capacity are confirmed. I'll confirm the meeting point by Tuesday at eleven.

A new meeting next lesson

BEM1 | About 15 minutes | Keep these messages until the later check

Choose new chair/logistics/summary roles. Privately give each person the common brief plus only their own message below. They can write keywords on plain paper. All materials and possible outcomes are supplied; no workplace research is needed.

Common brief: how will everyone get the update?

It is Monday. Twelve staff must receive the same approved policy update by Friday. Budget: £100. Choose one method, or combine methods within budget. All versions contain the same approved core information.

Live briefing: Wednesday 10:00-10:30, free, capacity 16.

Recorded video: £80 total, ten minutes, available to watch any time Tuesday-Friday.

Printed guide: £40 total for twelve copies, ready Tuesday at 10:00. People can read it any time before Friday. Prices include all charges.

Separate private messages

Only A | Chair: Four of the twelve cannot attend Wednesday's live briefing. Everyone still needs the core information by Friday. After the plan is confirmed, tell all staff how to get the update by Tuesday 16:00. Ask about access and cost.

Only B | Access: Two staff can use only paper materials this week; they cannot attend the live briefing or access the video. All twelve can receive and read a printed guide before Friday. You can arrange paper distribution or confirm an alternative access plan by Tuesday 12:00. Ask who would miss the chosen method.

Only C | Budget and summary: The £100 cap cannot increase and prices cannot be reduced. Video plus guides costs £120. You can order the agreed paid materials by Monday 16:00, then tell B when ready. Summarise method(s), total cost, coverage, owners and deadlines.

Later key and timing

Guides for all twelve cost £40 and meet supplied access/coverage/deadline needs. Guides plus free live briefing also cost £40; live attendance remains optional, and the guide supplies core information to absentees. Video alone and live alone exclude people; video+guides exceeds budget by £20. No invented extra session or access route is confirmed. C orders guides Monday 16:00; B distributes by Tuesday 12:00; A informs everyone by Tuesday 16:00; everyone receives the update by Friday. Other coherent plans must satisfy every supplied fact.

Allow three minutes preparation, six for the meeting, three for separate summaries/read-back and three for selective feedback and one repair. Start without the model where suitable; retain agreed access support and record it.

Keep useful evidence

For each learner record: **task/role; exact contribution and listener response; support used; one target; repair; next task/role to sample.** Group agreement alone does not show each person's independent speaking. A supported retry is not lasting learning or a CEFR level. Timing, interest, retention and effectiveness remain untested in class.