

Help a learner return to class

Teacher page 5 | Preparation and a bounded entry routine

CU1 | Suggested A2-B1 | Adults and teens | 5-minute entry plus 12-15-minute pair task; optional 5-minute follow-up. Timings are estimates. The aim is one useful information question, a response and a reasoned choice, with the support needed to join today.

Print and share

Give page 1 to the returning learner only if useful. Give each pair one A card on page 2 and one B card on page 3. Keep partner cards separate; do not project both. Page 4 is optional learner follow-up. Pages 5-6 are teacher-only. No recording is required.

Keep the class moving

When	What to do
Before class	Choose the essential contribution. Give the rest of the class their own A or B card to read and questions to prepare independently.
0-1 minute	Welcome the learner quietly. Ask for a library opening-time question. Give 10 am as the answer. Note the actual question and any support used.
1-3 minutes	If needed, show the gym model on page 1, explain one pattern and rehearse a request. A peer may show one step; they do not reteach a missed lesson.
3-5 minutes	Ask for a park opening-time question; answer 9 am. Accept an accurate direct question. Keep support visible if needed, then join the pair task.
Next 12-15 minutes	Partners exchange their missing details, choose a visit and plan for rain. Hear a contribution from each learner. Give one useful language point and ask for a second attempt.

Two ways to develop the same task

Follow an interesting preference with Why? or What would your friend enjoy? Or prepare a short rehearsal and fade the phrase frame. Both routes return to an individual question, answer and reason. Do not make a confident learner responsible for all the explaining.

Online and one to one

Send A and B privately or use separate links. Share page 1 only with learners who need it. One to one: take the other card; keep your facts private. Permit writing before speaking, larger text or a shorter accurate question. Do not require learners to explain their absence publicly.

This is an entry routine, not proof that missed learning has been replaced. If the learner still cannot begin, simplify their contribution and agree targeted help separately.

Answers and the next check

Teacher page 6 | Keep this page private

Entry questions and completed partner notes

Library: What time does the library open? / Could you tell me what time the library opens? It opens at 10 am. Park: the equivalent question; it opens at 9 am. Accept other accurate forms. The page 1 model is a reference, so do not call its visible use independent performance.

A learns: library free, local photographs indoors, quiet conversation; park free, walking and talking outdoors, no indoor shelter. B learns: library 10 am-5 pm; park 9 am-6 pm. Both places are open throughout the 10 am-12 noon window.

Either choice can be justified. Library suits rain but requires quiet voices. Park allows relaxed outdoor conversation; a reasonable rain plan is to switch to the library and speak quietly. Do not accept invented shelter, cafes, bookings or events as supplied facts.

Page 4 key

a Could you tell me what time the cafe opens? It opens at 8 am.

b Could you tell me how much a drink costs? It costs £2.

c Could you tell me if the cafe serves sandwiches? Yes, it does.

Repetition: Could you repeat that, please? Accept equivalent natural requests.

A fresh check next lesson

Keep this source unseen until needed: a different cafe opens at 9 am; a drink costs £3; it does not serve food. First ask the learner for an opening-time request and a food question without a model. Give the facts when asked. Then ask them to tell you the details. If needed, restore the frame and note that support.

Possible requests: Could you tell me what time the cafe opens? Could you tell me if the cafe serves food? Direct questions are valid for participation; if independent polite requests are the remaining goal, record that distinction. A new request on a new card offers a small recheck, not evidence of lasting progress on its own.

Keep a short record

Record	Fictional example or your own note
Essential contribution	Ask an opening-time question and give one reason.
What happened and help used	With the frame: accurate polite request. Without it: accurate direct question.
Remaining gap	Polite request word order without the model.
Agreed follow-up and check	Page 4 for 5 minutes; fresh cafe check next lesson.
My learner and next step	_____

Editorial checks completed on 20 October 2026. Classroom timing, interest and learning outcomes still need observing in use.