

Finish with the same plan

DC1 | B1-B2 | Adults and older teens | Original fictional calls

A caller is unhappy. What do they need now? Read the calls with a partner. Then explain what is agreed and what is still unknown.

1. A customer calls about a delivery

Caller: Only four of our ten workshop packs arrived. This is frustrating.

Staff: I'm sorry about that. How many do you need today, and when?

Caller: Six in total by four this afternoon. Can you deliver the rest today?

Staff: I can't confirm that yet. I can update you by one. We have two packs you can borrow. Could someone collect them at two and return them by Friday at five?

Caller: I can. So I'll collect two at two o'clock, return them Friday by five, and wait for your one o'clock update. That gives me six for four.

Staff: Exactly. The update is about delivery; it is not a delivery promise.

2. A colleague calls about printing

Caller: We requested sixty copies. Are they ready?

Print colleague: Twenty-four are ready. The printer has stopped. When do you need them?

Caller: Twenty-four for one today. The other thirty-six are for tomorrow at eight.

Print colleague: You can collect twenty-four at twelve. The engineer will check the printer at two. I'll update you by two fifteen, but I can't confirm when the rest will be ready.

Caller: Right: I collect twenty-four at twelve and get your update by two fifteen about the other thirty-six.

3. Check what you understood

In each call, find:

1. The number needed today and the deadline.
2. What is confirmed, and who will do it.
3. The update time and what is still unknown.

In call 1, will the missing delivery definitely arrive by one? Explain.

Practise the last two turns of one call. Then cover them and say the plan.

4. Choose phrases for your own call

Find the need: How many do you need today? By what time?

Check: Do you mean ... in total? Could you say that again?

Recognise the problem: I'm sorry that happened.

Explain: I can confirm ... / I can't confirm ... yet.

Offer: What I can offer is ... Would that work?

Close: So you'll ... and I'll ... Is that right?

Workshop packs: sets of printed materials. **Borrow:** use something and return it. **Update:** new information, which may still include an unknown answer.

Call about missing packs

DC1 | First call | It is Tuesday at 11:00

You are the customer. Read your facts. Do not show this page to the staff member. You are disappointed, but keep the call respectful.

1. Read your facts

Your order: 20 printed workshop packs. Only six arrived.

Your real need: 12 packs in total for a workshop at 14:00 today. The other eight are for later.

Your preference: delivery before 12:00 because you are setting up.

Collection: a colleague can collect materials at 12:30 today.

If you borrow packs: you can return them by Friday at 17:00.

2. Make the call

Start with what went wrong and why it matters. Give your exact need when asked. Find out what is confirmed and what still needs checking. Consider the offer before agreeing. Do not add new facts to make the problem easier.

If you need help: We ordered ... but only ... arrived.

We need ... in total by ...

Could you explain what is confirmed?

Does that mean delivery, or an update?

My colleague can collect ... / We can return them by ...

So we'll ... and you'll ... Is that right?

3. Write your plan before comparing

What is confirmed? Write the number, action, person and time.

What is still unknown? Who will check, and when will you hear?

Now compare notes with your partner. If the plans differ, reopen the call and check. After feedback, your teacher will give you private changes. Use those changes for the next call.

Respond to the customer

DC1 | First call | It is Tuesday at 11:00

You work for the supplier. Read your facts. Do not show this page to the customer. Find out what the customer needs before offering a solution.

1. Read your record

The order: six of 20 workshop packs delivered. The remaining 14 are currently scheduled for Wednesday at 10:00.

Your limit: you cannot confirm delivery before 12:00 today.

What you can do: ask dispatch to review the delivery schedule by 11:30; update the customer by 12:00, even if no new delivery time is confirmed.

A confirmed offer: six reusable packs are available to borrow. Collection is at 12:30 today; return by Friday at 17:00.

You do not know: how many packs the customer needs today or whether someone can collect. Ask. You cannot arrange collection for them.

2. Handle the call

Let the customer explain. Recognise the inconvenience. Check their number and deadline. Explain what you can offer and what you cannot confirm. Ask if the offer works. Confirm who will do what, and when.

If you need help: I'm sorry only ... arrived.

How many do you need today? Do you mean ... in total?

I can't confirm ... What I can offer is ...

Could someone collect ... and return them by ...?

I'll check with dispatch and update you by ...

So you'll ... and I'll ... Is that right?

3. Write your plan before comparing

What is confirmed? Write the number, action, person and time.

What is still unknown? Who will check, and when will you update?

Compare notes. Reopen the call if needed. Keep a delivery update separate from a delivery promise. Your teacher will give you private changes after feedback.

Call the print room

DC1 | Fresh task | It is Monday at 13:00

You are arranging a meeting. Read your facts. Keep this page private. Call the print room to find out what is ready.

1. Read your facts

Your request: 40 copies of a handout.

Today: you need 16 copies for a meeting at 15:00.

Tomorrow: the other 24 are needed Tuesday at 09:00.

Collection: you can collect 16 copies at 14:00 today.

Begin by asking if the copies are ready. Explain the two deadlines when asked. Find out what is confirmed for tomorrow.

2. Make the call

Ask questions, listen to the answers and check what they mean. Agree the next actions. Do not assume that a check or an update guarantees more copies.

A question I need to ask:

3. Write your plan before comparing

What is confirmed? Write the number, action, person and time.

What is still unknown? Who will check, and when will you hear?

Compare notes with your partner. If you understood different plans, reopen the call. Tell your teacher one detail you understood and one question that helped.

Reply from the print room

DC1 | Fresh task | It is Monday at 13:00

You work in the print room. Read your facts. Keep this page private. Answer your colleague's call.

1. Read your record

The request: 40 copies of a handout.

Confirmed: 16 copies are ready for collection at 14:00 today.

The problem: the printer has stopped. You do not know when the remaining 24 copies will be ready.

Next action: an engineer will review the printer at 15:30. You can update your colleague by 15:45.

If it is still unavailable: you can ask another print room after the review. No other printing time is confirmed.

You do not know: how many copies are needed today or the deadlines. Ask.

2. Handle the call

Find the actual need. Explain what is ready, what is still unknown and what you can check. Agree who will do what and when. Do not promise that the printer will be fixed or that another room can print the copies.

A question I need to ask:

3. Write your plan before comparing

What is confirmed? Write the number, action, person and time.

What is still unknown? Who will check, and when will you update?

Compare notes and reopen the call if needed. Tell your teacher one useful question and the plan your partner understood.

Calls with a clear plan

DC1 | B1-B2 | Adults and older teens | Core 60 min + later 15 min

Outcome: clarify the actual need, acknowledge the problem, distinguish a confirmed offer from an unknown, and agree actions/owners/times. All calls, permissions and results are fictional. No recording needed; learners read the models. No outside materials are required.

Share only the intended page

Core: share page 1 with both. Give page 2 only to caller A and page 3 only to responder B. Keep pages 4-5 for a later task and pages 6-7 with the teacher. Use separate PDFs online; do not share the full pack with learners. Role pages contain their own note spaces.

Fresh task: give page 4 only to caller C and page 5 only to responder D. Swap the original caller/responder roles. Learners get a new role and topic; record what each individual actually does.

Core route: about 60 minutes

0-5: discuss a frustrating but respectful service problem. What would a helpful next step sound like? Explain packs, borrow, dispatch and update.

5-15: read both models; understand the plans before noticing the phrases. Cover the endings and reconstruct them. The models use different quantities from the private main/fresh tasks.

15-20: distribute A/B privately. Each prepares a goal and a question. Do not disclose the partner's needs or solution.

20-26: first call, around three minutes; write separate plans, compare, and reopen if needed. Timing is flexible, not a fluency test.

26-33: discuss one success and one useful target. Check meaning first. Rehearse a short exchange, then give the private changes on page 7.

33-43: keep the same roles; plan and make the changed call. Write and compare separate notes again. Record which prompts or models helped.

43-53: swap roles and rehearse the changed call. The facts are now known: this is practice, not a fresh information-gap check. Give each learner selective feedback.

53-60: each explains one useful question and what changed for the listener. Save language examples and support; choose a next step.

Later fresh call: about 15 minutes

Swap the original roles. Allow three minutes to read C/D, four to call, three for independent notes and comparison, and five for selective feedback and a short second attempt. Start without the model or phrase bank if suitable, retaining agreed access support. Observe the new exchange before claiming independent use. One task sample cannot establish lasting learning or a general level.

Adapt and observe

One-to-one: teacher takes one private role. **Online:** send files individually; exchange only speech and final notes. **Trios:** an observer listens without either role card and notes need, offer, unknown, action/time and confirmed plan. Do not rotate through a known case and call every turn independent.

Support: readable cards, repetition, private notes, rehearsal or extra time. B1 can retain the bank; stronger learners can cover it. No acting out insults is required.

Record: learner/task; exact words and listener response; one target; practice; first/retry/later supports; fresh example; next teaching move. Unsampled speech remains unchecked.

An update is not a delivery

DC1 | Keep changes private until after first-call feedback

Shared models: meaning key

Customer model: four arrived; six needed by 16:00. Two borrowed packs collected at 14:00 make six; caller returns them by Friday 17:00. Staff updates by 13:00 about delivery. No delivery time for the missing order is confirmed in this model.

Printing model: 24 copies collected at 12:00 meet the 13:00 need. The other 36 are needed tomorrow at 08:00, with readiness unknown. Engineer reviews at 14:00; colleague updates by 14:15. An update may report that readiness is still unknown.

Main customer call: complete key

Six delivered; 12 in total needed by Tuesday 14:00. Six loan packs collected by the customer's colleague at 12:30 make 12; return by Friday 17:00. Staff asks dispatch for a review by 11:30 and updates the customer by 12:00. The remaining 14 ordered packs are currently scheduled for Wednesday 10:00. An earlier delivery is unconfirmed. Loan packs are temporary and do not cancel the 14 outstanding ordered packs. Accept other accurate wording; the offer requires the caller's agreement.

After feedback: give these changes separately

Only to caller A: Replace your need with 10 packs in total for 14:00 today. Your colleague can now collect at 13:00, not 12:30. You can still return borrowed packs by Friday 17:00. Your order and delivered quantity stay the same.

Only to responder B: Only four loan packs are now available, for collection at 13:00, not 12:30. Dispatch review is now by 11:45. Your update remains by 12:00; return remains Friday 17:00. The order, delivered quantity and scheduled Wednesday delivery stay the same.

Privately read or copy the exact message to each person, in chat or on a note. They update their own sheet. Do not show both messages together. **Retry key:** six delivered + four loan = ten at 14:00; colleague collects at 13:00, returns Friday 17:00. Review 11:45; update 12:00. Fourteen ordered packs remain scheduled Wednesday 10:00, subject to any later confirmed change.

A short repair to rehearse

Caller: So the missing delivery will arrive by twelve?

Responder: I can't confirm that. I'll update you by twelve about the delivery. What is confirmed is collection of four loan packs at one.

Caller: Right, an update by twelve and four loan packs at one.

Fresh workplace call: complete key

Sixteen copies collected Monday 14:00 meet the 15:00 need. The remaining 24 are needed Tuesday 09:00; readiness is not confirmed. Engineer reviews Monday 15:30; print colleague updates by 15:45. Asking another room is a possible enquiry, not a confirmed printing slot. If final notes differ, reopen the call before polishing grammar.

Next teaching move: wrong quantity/time? Practise a read-back. Missing need? Ask quantity and deadline first. Guessed promise? Practise can confirm / need to check / update by. Polite wording but no plan? Close with action + person + time. Record the help used; supported repair is not proof of lasting independent performance. Real workplace procedures must be checked before adapting fictional permissions.