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.