

Who are you waiting for

Learner page 1 | Six useful verb patterns

Keep these words together

wait for a delivery • depend on your phone • deal with a problem
 think about a trip • apologise for a mistake • apply for a job

Learn the verb and preposition together. A question can end with the preposition: What are you waiting for? After a preposition, use a noun, a pronoun or an -ing form: I apologised for it. I apologised for being late.



Look and complete

Read left to right across the top row, then the bottom row. Add for, on, with or about. You can use a word more than once. Check with the teacher before the game.

1. She is waiting ___ a parcel.
2. He depends ___ his phone for directions.
3. The worker is dealing ___ a spill.
4. She is thinking ___ a holiday.
5. He is apologising ___ being late.
6. He is applying ___ a job.

What might each person say next? Choose one picture and act out two lines with a partner. You can interpret the pictures differently.

Guess and find out

Complete the gaps. Then use the questions to get to know a partner.

Choose: for · on · with · about. Check your answers before the game.

1. What small thing do you hate waiting ____? Why?
2. What do you depend ____ your phone for? What happens when the battery dies?
3. Who usually deals ____ unexpected problems at home? Give an example.
4. What are you thinking ____ doing next weekend? What might change your plan?
5. What small mistake should someone always apologise ____? Why?
6. What kind of job would you never apply ____? What would put you off?
7. When did you last wait ____ someone who was late? What did you do?
8. What does a good day at work or in class depend ____? What can spoil it?
9. How do you deal ____ a delivery that goes to the wrong address?
10. What do you think ____ when you cannot sleep? What helps?
11. Is it easy for you to apologise ____ being wrong? Give a real or invented example.
12. If you could apply ____ a free course, what would you choose? Why?

Play with a partner

1. **Guess.** Choose three questions. Write a short guess about your partner's answer to each. Keep your guesses hidden.
2. **Ask.** A asks one chosen question. B answers. A asks a follow-up, then shows the guess. Was it close?
3. **Swap.** B asks next. Continue until you have each asked three questions.
4. **Share.** Tell another pair one surprising thing your partner is happy for you to share.

Example A guesses: gardening.

A: What are you thinking about doing this weekend?

B: Painting the kitchen. **A:** Really? Which colour?

My guesses: question ____: _____ question ____: _____ question ____: _____

Use real or invented answers, or pass. Optional: one point for a close guess.

A small mistake changes the plan

A later activity or optional extension

Listen and make a plan

Listen to Alex and Rae. What has gone wrong? Your teacher can read the conversation.

1. What is Alex waiting for?
2. What address did Alex give, and what should it have been?
3. Who will phone the courier? What will Alex do?

Compare answers. Without the script, explain what happened. Use **wait for**, **deal with** or **apologise for** where they fit.

A message from Mina

Mina • Messages

I'm waiting ___ an engineer because the printer is broken.

Could you deal ___ the visitor bookings?

I'm thinking ___ moving the appointments online, but I haven't decided.

Complete the three gaps.

What does Mina want Rafi to do?

Is the move online confirmed?

Talk it through

1. A is Mina. B is Rafi. Rafi replies and asks one useful question. Agree the next step.
2. Swap roles. The engineer has cancelled. A visitor is arriving in ten minutes. Make a new plan.
3. Ask for one useful language correction. Try one reply again.

Optional practice at home

Complete the gaps. Write three more examples in your notebook, one for each pattern.

1. Our picnic depends ___ the weather.
2. I apologised ___ interrupting the call.
3. Luis applied ___ a weekend job.

Teach the question game

Teacher notes · B1 core, with B2 follow-ups · Adults and older teens

Aim and preparation

Learners use six verb-preposition patterns to ask, answer and follow up, then report a partner's idea. Give learners pages 1-2. Keep page 3 for a later activity. Pages 4-5 are teacher-only; the listening script is on page 5. No recorded audio or separate script file is needed. Read the dialogue aloud.

A flexible 35-45 minute route

0-8: Elicit what is happening in the pictures. Read the short explanation and check the six gaps. Explain **depend on** as need or be affected by; **deal with** as handle; **apply for** as formally ask to be considered for a job or course.

8-13: Complete and check the twelve question gaps. Model the page 2 exchange.

13-28: Each learner chooses three questions and predicts answers. Alternate asking and answering. Include a follow-up before revealing each guess.

28-35: Share one partner-approved surprise. Give one useful correction and hear another attempt.

Optional 35-45: Use page 3 for the teacher-read listening and message role-play, or save it for another lesson. Timings are estimates.

Page 1 answers

1 for; 2 on; 3 with; 4 about; 5 for; 6 for. The pictures suggest stories; use each sentence to check the gap. Accept other sensible interpretations and natural replies in the two-line acting task.

Page 2 answers

1 for; 2 on; 3 with; 4 about; 5 for; 6 for; 7 for; 8 on; 9 with; 10 about; 11 for; 12 for. These are the intended choices from the word bank. **Think of** can also be natural, including in question 10; it is outside this practice set, not universally wrong.

Keep the game useful

A close guess can earn an optional point, agreed by the answerer. A wrong guess can start a good conversation. Let learners invent an answer or pass. Listen for the whole verb pattern and a relevant reply or follow-up, rather than treating prediction points as a language score.

A possible report: My partner is thinking about painting the kitchen purple. Give learners time to prepare. For a quick check, ask each to use one pattern in a new sentence, then offer feedback.

Listening answers and useful follow ups

Teacher page 5 | Keep the script back until after listening

Read naturally

Introduce two adults preparing an art class. Read once for the problem, then again for details. Pause between speakers. Learners answer before seeing the transcript. You can use two readers or read both roles. Do not turn it into dictation.

Alex and Rae

Alex: I'm still waiting for the paint. The class starts at six.

Rae: Shall I deal with the booking?

Alex: That's done. Could you phone the courier? I gave them the wrong address.

Rae: Ah. What did you put?

Alex: Number twelve instead of twenty-one. I've apologised for sending the wrong address.

Rae: I'll call them. Can you get the room ready?

Alex: Yes. I'll text the class to warn them there might be a delay.

Listening key: the paint has not arrived because Alex gave the wrong address, number 12 instead of 21. Rae will phone the courier. Alex will get the room ready and text the class about a possible delay. The class starts at 6. The booking is already done. Alex has apologised for sending the wrong address. No delivery time or successful redirection is confirmed. Accept short accurate answers.

Page 3 new message and homework

Mina: for, with, about. Rafi is asked to handle visitor bookings. Moving online is only an idea, not a confirmed plan. In the role-play, learners invent reasonable details and explain a workable next step; there is no fixed solution. They should not claim the supplied message already confirms an online appointment. After the cancellation, a phone update or an alternative way to meet the visitor can work if explained.

Homework: 1 on; 2 for; 3 for. Check original examples for meaning as well as form. Possible examples: My journey depends on the trains. I apologised for making a noise. I applied for a design course. Accept other natural examples.

Support and stretch

Support: keep page 1 visible, allow keywords for predictions and give extra thinking time.

Follow-up help: Why? What happened next? How did you deal with it? B2 stretch: ask for an exception, consequence or a different person's view. Do not require private stories about work, apologies or money; fictional answers and passing are fine.

Online and one to one

Online pairs keep guesses in private notes and show them only after the answer. Share only learner pages. One to one: both teacher and learner predict and ask; alternate roles and give the learner the follow-up. In a larger class, use pairs and invite only partner-approved reports. Judge the retry against the one point of feedback, not against who guessed correctly.

Reference checked 22 October 2026: British Council LearnEnglish, Verbs and prepositions, learnenglish.britishcouncil.org/free-resources/grammar/b1-b2/verbs-prepositions. Original examples, questions, story and artwork. Editorially checked; classroom trial pending.