

Did we agree?

B1 | Adults and teens | Listen, choose and explain

Useful language: suggest, change, agree

Suggest: Could we meet at four? Change: Could we make it half past four?

Agree: That works. / Four it is. Say no: I can't. / Let's stick with four.

Could we + verb makes a suggestion: Could we meet...? Could we use...? Listen to the whole exchange. A suggestion is not always the final plan.

1. Choose the words. Then check together.

- a. Could we meet / meeting at four? b. Could we make / making it five?
c. Let's use / using the blue room. d. That work / works for me.

2. Look at the pictures. What might change?



1. Coffee: what time?

4.00 / 4.30



2. Meeting: which room?

blue / yellow



3. Walk: where to meet?

park gate / bus stop



4. Parcel: which door?

red / green



5. Lunch: what to order?

soup / pizza



6. Evening: where first?

cinema / cafe

3. Listen with your page 2 covered. Circle each final plan. Tell a partner why.

You can ask: Could you read that again? Pictures show the choices; the voices give the answer.

Catch the change

Work with a partner | Use the six picture cards on page 1

4. Play together

1. Choose a picture. Keep your final plan secret from the other pair.
2. Plan a short conversation with your partner. Mention BOTH choices. Agree on one. You can change the plan or reject the new suggestion.
3. Read or act it for another pair. They choose the final plan and explain what they heard.
4. Give 1 point for the right plan and 1 for a correct reason. Swap jobs. Play three rounds each. No time limit.

Example: the last suggestion is rejected

A: Let's use the blue room. B: Would the yellow room be better?

A: No, it's too small. B: OK, blue it is.

Listener: Blue. They mention yellow, but decide it's too small.

Only two people? Try the message game.

A chooses a picture and makes a plan aloud: Let's meet at four. Actually, could we make it half past four? Yes, half past four works.

B gives the final plan and reason. Use the same points. Swap after each turn. Play three turns each. You can prepare with a few notes.

5. Ask and answer. Follow an interesting answer.

- | | |
|---|---|
| 1. Where do you usually meet friends? | 7. When was a plan changed at the last minute? |
| 2. What makes you change a plan? | 8. What happened after a delivery mix-up? |
| 3. What time of day suits you best? | 9. Which lunch would you choose here? Why? |
| 4. Do you prefer a call or a message? | 10. What makes a meeting place convenient? |
| 5. Where is a good place for a work chat? | 11. How do you say no to a suggestion politely? |
| 6. How do you check an unclear message? | 12. What could we arrange together next week? |

Ask: Why? What happened next? What did you agree in the end?

You can invent an answer or skip a question.

One useful next step

Use after the game or with your own marked exam-practice task

6. Keep one success. Pick one thing to practise.

Task / source / date (for an exam, add its name and version):

Time used and help received (replays, text, prompts or extra time):

One thing I did well. Show an example:

One answer I want to check. Why did I choose it?

Check it with your teacher: Was it a word or phrase, the question, the way I chose an answer, the pace, or something else? Try one small change. What helped?

My target: Next time I want to be able to...

7. Make a small plan

Session 1: Date _____ Material _____ Review a model or useful phrase.

Session 2: Date _____ Material _____ Try new examples. Check the reasons.

Session 3: Date _____ Material _____ Try new examples with less help.

Aim for about 10 minutes each. Keep one example from each session.

If I miss a session or need help, I will: _____

Fresh check: Date _____ New task _____ Time and help _____

Afterwards: I can do this alone / with help / I need more practice.

What changed? _____ My next step: _____

Listening scripts and answers

TEACHER ONLY | Keep this page hidden during listening

Read each exchange naturally, using two voices if helpful. Ask the matching question on page 1. Read again on request. These are original classroom conversations, not official exam items. No recording is needed.

1. Coffee

A: Could we meet at four? B: I finish at four. Could we make it half past four? A: Yes, half past four works.

Answer: 4.30. Four is replaced by the later time.

2. Meeting

A: Let's use the blue room. B: Would the yellow room be better? A: No, it's too small. B: OK, blue it is.

Answer: Blue. Yellow is suggested but rejected.

3. Walk

A: Shall we meet at the park gate? B: Could we meet at the bus stop instead? A: Sure. We can walk from there.

Answer: Bus stop. They accept a different meeting place.

4. Parcel

A: Should I leave your parcel at the red door? B: No, that's next door. Mine is green. A: Right, green.

Answer: Green. Red is the neighbour's door.

5. Lunch

A: Let's share a pizza. B: Would you rather have soup? A: No, I'm really hungry. B: Me too. Pizza it is.

Answer: Pizza. Soup is the later suggestion, but neither chooses it.

6. Evening

A: Cinema first, then coffee? B: The film starts in an hour. Shall we go to the cafe first? A: Good idea.

Answer: Cafe first. They reverse the original order.

Fresh check: keep the text hidden

7. A: How about quarter past three? B: I can't get there until half past three. A: Fine, see you then.

Answer: 3.30; 3.15 is replaced.

8. A: Meet at the library? B: What about the station? A: I'm already at the library. B: OK, stay there.

Answer: Library; station is rejected.

Teacher notes and lesson plan

Outcome: follow an agreed plan, explain the choice and choose a useful practice target

Level: B1 core; support confident A2 learners with rehearsal and fewer cards.

Learners: Adults/teens. Time: About 40-50 minutes, plus optional short home practice.

Prepare: Give learners pages 1-3. Keep pages 4-5 private. For a short lesson use pages 1-2 only. For exam review also bring one marked task, its key/criteria and the provider's current guidance.

0-8 minutes | Pictures and language

Elicit possible plans from the pictures. Explain suggest/change/agree with the page 2 model.

Learners choose the forms on page 1. Key: a meet; b make; c use; d works. Check before speaking.

Ask learners to make a new suggestion.

8-18 | Listen and compare

Read the six page 4 exchanges with learner page 2 covered, so its model does not reveal answer 2.

Learners choose, compare and explain. Replay a difficult exchange. Show the script only after their listening attempt. Ask which words helped. Do not teach a first-number or last-number shortcut.

18-32 | Catch the change

Pairs prepare and perform for another pair, using page 2. Model the points first. Give listeners time to choose independently before comparing. A correct reason may be a simple paraphrase. If an invented conversation has no clear agreement, ask the speakers to clarify it; do not award guessing points. Use the two-person route for one-to-one teaching.

32-38 | Fresh check and feedback

Read items 7 and 8 without displaying the script. Ask for the final plan and reason. Note replays/prompts, discuss one useful phrase and repeat a speaking turn. These two items check this small classroom target; they do not establish general listening level or exam readiness.

38-50 | Choose a next step

Use page 3 with one game answer or the learner's marked exam task. Keep a strength, investigate one difficulty, then agree a target and exact materials for three short sessions. For a game target, learners can write new changes of plan and ask a partner to read them later. For an exam target, choose suitable new provider material and use its current instructions.

Support, online teaching and homework

Online: share pages 1-3 only; send picture choices privately for game turns. Allow notes, replays and pair rehearsal. Colour doors/rooms are also named in the text; read labels aloud if needed.

Homework: choose four questions from page 2 and record or write answers; or follow the agreed page 3 plan. Personal answers, game plans and study targets vary.

Use the evidence carefully

Extra time or a transcript can help investigate a difficulty; record the support. A low score alone does not identify its cause. Return to a fresh comparable task for the actual exam and record changed conditions. This pack supplies classroom practice and a review routine, not exam rules or score conversions.