Teacher notes & answers

FM1 · Preserve the decision-making; accept different well-explained plans

Prepare and begin

Give learners student pages 1-2. Keep these teacher pages separate, especially the new details below. Show the picture first and collect predictions. Then read the five messages. Check the meeting time (9:00), Mina's deadline (before 8:58), the driver's alternative (next door), Jo's alternative (9:05 bus) and Leila's deadline (midday). The story times create the problem; they are not exercise timings.

Task 2: language key

1 **should**; 2 **could**; 3 **checking**; 4 **point**. Should recommends an action; could offers an option. Before and after can be followed by -ing. Model a short disagreement with a reason, then let learners complete the five-row plan.

Task 3: possible decisions, not one correct ranking

Learners should notice the leak concern and Noah's request for a prompt reply. Mina needs the PDF before 8:58. The driver can leave the lamp next door; Jo initially has a bus option; Leila can wait until after the meeting. A possible plan is to acknowledge Noah, check the situation, send Mina the PDF, tell the driver to use next door, offer Jo the pump only if feasible, and reply to Leila after the meeting. Accept other plans when learners account for the deadlines, alternatives and who will act. This is language practice, not a home-repair procedure.

Task 4: make the second conversation different

Learners choose A, B or D and agree the next action in a call, or write an unnamed reply for a partner to identify. After the first attempt, give the sender one changed detail. The other learner listens and responds. They may politely say they cannot help and suggest another option.
A / Mina: Your internet has stopped working. Call and ask them to email the PDF directly to the meeting organiser.
B / Noah: A plumber can come at 9:10, but you need to leave. Ask if they could let the plumber in. Their 9:00 meeting may make this difficult; agree an alternative.
D / Jo: The 9:05 bus is cancelled. Ask about the pump or another way to work. Do not assume they can drive you.

Adapt, give feedback, and finish with speaking

One-to-one: take the sender roles and ask the learner to explain a revised plan. Groups of three: planner, sender and listener; rotate roles, and let the listener check the agreed next step. Online: share student pages and keep changed details private. Support: "I can... now. Could you...? I'll... by..." Challenge: hide the phrase box. Review two useful language points, repeat one reply more clearly, then use the conversation questions on teacher page 2.

Homework: accept a clear, realistic reply

For the short task on student page 2, check a clear action, what must wait, an achievable follow-up time and a polite tone. Possible model to Mina: "Hi Mina, I can send you a PDF now, before 8:58. I need to check a message from my neighbour first, but that should be quick. If the file still won't open, please call me before the meeting and we can find another way." The separate homework PDF has fresh practice and a full self-check key.

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Keep the conversation going

FM1 · Final speaking · Choose questions that interest your learners

Partners take turns asking and answering. Choose several questions.

After an answer, ask a follow-up: Why? What happened next? What would you do differently? Follow an interesting story. Learners can invent an example or pass.

1. When several people need your help at once, how do you decide who to help first?
2. Which messages do you answer straight away? Which ones can wait?
3. When would you rather call someone than send a message? Why?
4. Have you ever sent a message to the wrong person? What happened?
5. What makes a message easy to understand? What makes one confusing?
6. How do you politely tell someone you are too busy to help right now?
7. What do you do if you need a quick reply but the other person does not answer?
8. Which interruptions are hardest to deal with when you are working or studying?
9. Do you ever say yes to a request and regret it later? What could you say instead?
10. When have you changed a plan to help a friend, neighbour or colleague?
11. If you had ten free minutes now, would you finish a small job or take a break? Why?
12. What one change could make your messages or your daily planning easier?

A final question for each other

Choose one useful idea from your partner. When could you try it?
Invite a few pairs to share their ideas. End with something learners want to use.

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