

FR1 | TEACHER 1 | Set-up, procedure and change message

A complete exchange, with a purpose

Outcome: make a specific request, respond to it, clarify uncertainty and confirm an accurate outcome, including no agreement. Suggested A2-B1, adults and teens, about 45 minutes. All situations are fictional.

Share carefully

Everyone: page 1 and outcome/homework page 4.

A only: page 2. B only: page 3. Keep pages 5-6 with the teacher.

For online pairs, send the individual A/B PDFs privately. Do not send the full learner pack before the private task. No recording or extra picture materials are required.

Minutes	Teaching route
0-5	Discuss a small request. Establish who needs what and what makes an answer useful.
5-14	Read page 1 for the agreed outcome. Notice the moves; rehearse, then explain from memory.
14-24	Give separate roles and one minute of planning. Pairs speak; each records an outcome before comparing.
24-30	Give feedback on one clear move and one repair. Give the new message only to B.
30-37	Keep roles and repeat with the changed facts. Check the new outcome; do not require a yes.
37-45	Use the fresh booking task on page 6 with swapped roles and less language support where appropriate. Reflect and choose homework.

Teacher-held message: give only to B after feedback

A new booking update: the smaller table is now needed by another group until **09:30**. It is available from 09:30, not 09:00. The large table is still unavailable until 11:20. No other table is available.

Ask B to explain the change. A must check it against the original need. Do not reveal the new outcome before they speak.

Support: check borrow/return, at least, metres and quarter past. Allow keywords and a visible phrase strip. For a smaller A2 scope, give the minimum size as 1.5 m and ask learners to focus on day, exact times and one checking question. **Stretch:** remove the strip after rehearsal and discuss wording for a different relationship.

One-to-one: take the other role; record your language prompts. **Short route, 20 minutes:** model, first private conversation, feedback and change message. Follow an interesting answer when useful, but return to a shared accurate outcome.

FR1 | TEACHER 2 | Check meaning, interaction and support

Keys and a fresh exchange

Model and main task

Page 1: B agrees to check the figures on slide four at 13:15 and send comments before 13:30; B does not agree to check all six slides. After lunch needs an exact time because A has a deadline. Accept natural paraphrases.

First book-sale call: the large table is too late. The smaller 1.6 m table meets the minimum 1.5 m, Friday 09:00-11:00. Collect at 08:45 from Store Room 4 and return by 11:15. B can reserve it. A can accept it or clearly end without an agreement; assess the facts and understanding rather than forcing acceptance.

After the update: neither table is available at 09:00. A cannot start late. No listed option meets the requirement. A suitable close is: Thanks, but 09:30 will not work. We need it at nine, so we have not found a table that fits. Do not invent another table or silently change A's fixed time. An accurate refusal is success.

Homework: examples and alternatives

1 Could I borrow your pen? **2** Could you help me before two? **3** What time exactly? / Do you mean two or later? **4** Thanks, but that room is too small. We have six people. **5** Understood. I will make another plan. **6** So, the laptop on Monday from ten to eleven, collected from Room 3. Is that right? Items 3-6 allow other accurate wording.

Fresh task: swap roles and hide the old cards

Send or read each fact set privately. This checks a new exchange, not recall of the table solution. Allow comparable preparation and note support. Use the teacher as the second role one-to-one.

New requester only: You need a quiet indoor room for six people on Monday. You need at least 45 minutes and must finish by 15:00. You can start at 14:00 or 14:15. Ask for Room 1 and check alternatives.

New coordinator only: Room 1 fits four people and is free at 14:00. Room 2 fits eight and is available later in the afternoon; the exact slot is 14:15-15:00. Both rooms are quiet and indoors. Give the exact time when asked. You can reserve a room once agreed.

Fresh-task key: Room 1 is too small; Room 2 at 14:15-15:00 meets six people, 45 minutes and the finish time. Confirm room, day, start/end and reservation action. A clear refusal of an unsuitable offer also counts as appropriate interaction.

Observe each learner, not just the pair

Record evidence for **specific request / relevant response / useful clarification / shared outcome**. Note independent use, phrase-bank use, a teacher cue or not yet observed. Separate factual success from accurate forms. After one repair, ask for a fresh response. Later use is needed to judge retention.

Wording: can/could + base verb, not to + verb. Could I borrow asks permission to use something; Could you help asks the listener to act. Neither length nor a particular accent guarantees politeness. Refusals need not contain an excuse or an alternative. Reference: British Council LearnEnglish, Requests, offers and invitations. Original How to English activities; classroom timing and engagement remain untested.