Models and answer guidance

TEACHER ONLY | Personal recommendations and reasons are open

The short language check

1. a taking; b a notebook; c because. Recommend takes a noun or an -ing form in these patterns. Avoid I recommend to take. Because introduces the reason; it is followed by a clause here.

A four-sentence model

I recommend keeping a small notebook. It is useful because you can put new words and examples in one place. Another reason is that you can use it without a phone. You only need a pen, and you can review one page before your next lesson.
Possible follow-up: What would you write in it?
Answer: A useful phrase, an example and a question for next lesson.

A smaller A2 version

I recommend a notebook. You can write useful words in it.
Reason notes: easy to carry; no phone needed.
Agree this smaller route before homework. During the retry, help the learner turn a note into a because sentence.

Picture ideas and possible clues

A Quiet corner: I can read there without much noise. Invent a free library corner; do not claim every real library is open or free.

B Notebook: It keeps my words and plans together.

C Word game: We only need paper and pencils. One simple version: choose a letter and each say three words beginning with it; explain an unfamiliar word.

D Walk: We can get outside and talk as we move.

E Drawing: I can make a picture with one pencil.

F Tidy a desk: I can find my pens and papers more easily.

Situation round: useful possibilities

1. Quiet corner, drawing or a solo word game could fit; ask what feels restful.
2. The supplied word game fits. Drawing vocabulary pictures for a partner to guess is another possible adaptation.
3. A notebook is a clear option; a tidy desk may help if the person works there. Ask where they need to keep phrases.

Do not mark a personal preference as wrong. Check whether the reason fits the person's stated needs and the resources are available.

Teacher notes and lesson plan

Outcome: recommend a place, object or activity, give reasons and respond to a listener

Level: A2-B1 adults/teens. Time: 10-minute launch, about 10 minutes at home, then 20-25 minutes next lesson. The question bank is optional.
Share: Page 1 for launch/homework; page 2 next lesson. Keep pages 3-4 with the teacher. No internet, purchases, visits, accounts or recordings are needed.

Launch: 0-4 minutes | Model and check

Explain next lesson's game before learners leave. Use the notebook model on page 3. Check recommend + noun/-ing and because. Learners answer the three quick choices. At A2, model the two-sentence route with reason notes.

Launch: 4-10 | Try a small version

Pairs choose a picture, give a reason and ask a follow-up. Learners choose their own home task and agree when to prepare and bring notes. Ask each to explain the task to a partner. They can choose a real or fictional place, object or free activity; the six pictures are starting points, not compulsory answers.

Home task: about 10 minutes

Choose and note ideas for two minutes; draft four sentences or key words for three; practise speaking for two; prepare a question for one; check and put the notes ready for two. Stop at the agreed limit. Reading the examples is enough preparation for an invented recommendation; no outside research is required.

Follow-up: 0-3 | Everyone gets ready

Give all learners three minutes to review notes. If preparation is missing, use any picture and the page 3 clue ideas as a classroom backup. Do not penalise a learner by excluding them from the exchange. Check barriers privately afterwards.

Follow-up: 3-13 | Clue and recommendation game

Model one clue without naming the choice. The listener guesses; the speaker then names it, gives two reasons and answers a question. Swap each turn, two turns per person. Use the prepared idea first and a different picture second. A pair can earn twelve points cooperatively. A mistaken guess is not a failed recommendation: let the speaker clarify. For an unusual own idea, accept a reasonable category guess.

Follow-up: 13-25 | Change the need and try again

Use one or more page 2 situations. The listener asks a question and decides whether the suggestion fits. Give feedback on a useful phrase or reason, then repeat more clearly. Choose a few questions if time allows. Each learner records one useful detail and a next step; the full bank is optional.

Online, one-to-one and different needs

Online: share learner pages and accept paper notes or a private message. One-to-one: be the partner and swap roles; you can make invented recommendations too. Allow notes, short spoken answers and enlarged text. The backup supports participation, but does not prove homework was done. Use the reflection to distinguish preparation at home from preparation in class.