

Everyone tries. We check.

LC1 | A2-B1 | Adults and teens | 10-minute trial or 40-minute routine

Purpose: collect an attempt from everyone, give pairs/groups a real choice to discuss and combine sampled speech with a new individual response. All activities/prices/results are fictional. No recording, visit or purchase is required. Timing is a starting estimate.

Prepare with little printing

Display page 1 or give one copy per learner/pair; learners can write the three short records on paper. Keep page 2 unseen until the exit. Display it and collect numbered slips, or give one per learner. In the short route use exit tasks 1-2 only; task 3 is an extension for the longer route. Keep pages 3-5 with the teacher. Never distribute the full pack as a learner handout.

Agree visible/spoken stop cues, usable nearby seating and contribution support. For 40 learners use ten numbered groups of four where practical; fixed-row pairs can stay seated. Combine roles for trios; arrange later turns for anyone who initially observes.

Ten-minute trial: pair route

0-2: show Saturday's three rules. Check indoor/time/budget meaning. Model a different case: The hall game is indoors, starts at one and is free, so it fits an indoor 13:00/£1 limit. Do not announce Saturday's answers.

2-4: each identifies all fitting activities, chooses a preference and notes a reason. Short notes/spoken preparation are valid.

4-8: nearby pairs compare, ask/answer one relevant detail and swap who starts. Each notes the partner's choice/reason. Listen to a manageable sample.

8-10: reveal Sunday; each marks all fitting options and gives one brief inside/time/cost explanation (page 2 tasks 1-2). Collect first answers. If learners need more processing time, extend the trial; do not equate speed with learning.

Optional full routine: 40 minutes

0-4: show outcome/rules and the different-case model.

4-8: individual first attempt; scan whether all have begun.

8-12: pairs compare, ask/answer and record a partner reason.

12-20: adjacent pairs form groups if practical. Give roles: starter invites each view; questioner checks a detail; checker tests three rules; recorder writes the plan. All contribute. Sample selected individuals.

20-24: stop, share an anonymous success and teach one observed need. Check meaning before correcting wording.

24-30: move roles one place and retry. Confirm one plan; early finishers explain a rejected option or compare the two valid choices.

30-36: new individual Sunday response; include optional question/reply if suitable. Keep first answer and support noted.

36-40: collect by group number, scan patterns and plan the next check. Finish reviewing after class if needed.

Access: allow rehearsal, readable text, repetition, an agreed written route or a partner sharing with permission. These are valid participation routes; spoken interaction still needs its own sample. Online, use numbered rooms/private exit replies. One-to-one uses the language task but does not demonstrate large-class management.

A choice worth explaining

LC1 | Keep answers and Sunday options back until each stage

Saturday: two workable choices

Library games table: indoors, 15:00, free, no booking. **Card-making table:** indoors, 15:00, £2 with materials included; book by Friday 12:00. Both meet every stated rule. Preferences can differ; a group chooses one and explains its reason.

Reject: park is outdoors; cafe costs £4 and exceeds £2; museum starts at 16:00 instead of 15:00. Do not credit the right choice alone as proof that every condition was understood.

Examples: Does it cost anything? No, the library is free. / Do we need to book the card-making table? Yes, by Friday at 12. A suitable group plan states activity, exact start, price per person and booking requirement. It is a classroom plan, not an actual booking.

Sunday: two choices, in a different order

Community room quiz: indoors, 11:00, £2, no booking. **Craft club:** indoors, 11:00, £3 with materials included, book by Saturday 12:00. Both fit. **Reject:** gallery costs £6; courtyard is outdoors; museum starts at 12:00 instead of 11:00.

Task 1 asks for all fitting options. Task 2 can explain either using inside/time/cost; short accurate notes count as task understanding. Task 3 can ask about start, cost, location type or booking with an accurate table-based reply. Accept other natural wording. This written choice/fact-matching sample does not establish independent speaking or overall grammar ability.

A short repair, then another attempt

Learner: The museum is indoors and free, so we can choose it.

Partner: What time does it start?

Learner: At four. We need three. I'll choose the library instead.

Partner: Right: indoors, three o'clock and free.

A wrong choice may show a missed instruction, reading issue or concept gap. Check what the learner meant before naming a language problem. Use the table to practise a needed detail, then try a new item; do not simply announce the answer and count repetition as independent use.

Supplied new mini-task for the next lesson

Choose an indoor Monday activity that starts at 17:00 and costs at most £1 per person:

A. Courtyard puzzle: 17:00, free, outdoors, no booking.

B. Community word puzzle: 17:00, £1, indoors, no booking.

C. Games corner: 18:00, free, indoors, no booking.

Ask for a choice/reason, then one fresh question: What time does it start? or Does it fit the budget?

Key: B fits all three; A fails indoors, C fails time. Display the options without the key and collect a short response. During planned listening visits, hear a different learner explain and answer. Retain access support; record prompts. A second written response remains written evidence.

Make the sampling realistic

For ten groups, target 1/4/7/10 first, 2/5/8/9 on retry and 3/6 next lesson, adjusting to room and concerns. Briefly scan everyone for entry into the task. Note which individuals were actually heard; one voice does not cover the group. Unvisited groups and unheard learners remain pending, not failed or approved.

Hear individuals. Keep the gaps.

LC1 | Date: _____ Class: _____ Present: ____ Groups: ____

Outcome and support available: _____

Stop cue / seating / individual reply route: _____

Plan and record listening visits

Group	Planned round	Learners actually heard: words/response/help	Next check
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____
4	_____	_____	_____
5	_____	_____	_____
6	_____	_____	_____
7	_____	_____	_____
8	_____	_____	_____
9	_____	_____	_____
10	_____	_____	_____

Use initials/codes where appropriate. Add paper if needed. Record a short actual contribution and listener response, not only that the group was busy. Keep identifying teacher notes private.

Collect the individual responses

Returned / expected: _____ Missing: _____

Both valid choices / one only / unsuitable choice: _____

Condition explanation / useful question-reply / help used: _____

One teaching change and next task/date/learners to hear: _____

An invented review, not classroom results

Forty present, 37 slips returned: 18 mark both valid options, 14 mark one valid option only, five include an unsuitable choice; three slips are missing. These categories account for 40 learners. The counts do not show whose speaking was heard.

Next: check task understanding with those who marked one only; revisit the missed condition with the five; follow up missing responses without treating them as wrong. For the 18, inspect explanations and language separately. Use the supplied new mini-task and listen to previously unheard learners. Keep supported retries, new written replies and spoken samples distinct. The routine has editorial checks, not classroom effectiveness or lasting-learning evidence.