

Voicemail and answer key

TEACHER ONLY | Keep the script hidden during listening

Sam's message

Hi Alex, it's Sam. A quick update about Saturday. We planned to have a picnic in the park, but the weather forecast says rain all afternoon. So let's meet at my flat instead. I thought two o'clock would work, but my neighbour needs help in the morning and I won't be back until half past two. Could you come at three? Bring the board game you mentioned. I've got enough food for everyone, so you don't need to bring sandwiches. Jo can't come because she's working, but her brother Lee is joining us. He doesn't eat meat, so I'm making a vegetable curry. The bus stop outside my building is closed this weekend. Get off at the library and walk along Green Street. My flat is above the small bakery, number eighteen. Send me a message before Friday evening to let me know if three works for you. See you soon!

Read naturally with sentence pauses, roughly 75-90 seconds. Keep full reads consistent. Allow comparison, then reread the part learners ask for. Do not over-stress the answers. This is teacher-read listening; no audio file is required.

Answers

1. a meet; b bring; c say; d works.
2. Predictions vary. Main message: B. The picnic changes, but Saturday is not cancelled.
3. 1 Sam's flat, above the bakery at number 18; 2 three o'clock; 3 the board game; 4 Jo cannot come; her brother Lee joins; 5 the library; 6 before Friday evening. Accept short notes and equivalents.
4. a True; b False: Sam has enough food, so sandwiches are not needed; c False: Lee does not eat meat.
5. Plans and clues vary. Award the last point only when both learners agree on place, time, something to bring and a reply deadline. Replays and clarification are allowed; do not remove points for them.

Fresh message: keep this back until the end

Ask: Where and when will they meet? What should Alex bring?

Read: Hi Alex, it's Sam. The flat is too noisy today: the builders are here. Let's meet at the cafe next to the library at four instead. Bring the cards. I've booked a table, so please text me by noon to confirm. Thanks!

Key: Cafe next to the library; four; cards. Extra details: reply by noon; builders make the flat noisy. This is a new day, not another update to the original Saturday message.

Teacher notes and lesson plan

Outcome: understand a changed plan, check a detail and agree a workable alternative

Level: A2-B1. Learners: Adults/teens. Time: About 40-50 minutes.

Give learners: Pages 1-2 only. Keep pages 3-4 with the teacher.

Prepare: Read the script first. Check flat (apartment), board game, bakery and curry briefly without revealing the message. No recording, dice or extra cards are needed.

0-8 minutes | Language and predictions

Ask what can spoil a weekend plan. Explain the four short phrases on page 1 and check the form choices. Elicit a new example. Say that Alex is receiving a voicemail; ask learners to predict two things Sam might mention.

8-20 | Listen for meaning, then details

First read: learners choose A, B or C and compare. Before the second read, give time to read the six detail questions. Accept key words. Let learners compare and request a targeted replay. Check the true/false items briefly; ask for corrections, not just letters.

20-25 | Rehearse useful phrases

Model Let's meet at my flat instead and Did you say three? Try stress on THREE to check the time, then on YOUR FLAT to check the place. Partners make and check one suggestion. In let me know if three works, if means whether and works means is suitable.

25-40 | Rescue Saturday

Show page 2. Describe each problem if needed. Model the example, then ask what four details the final plan needs. A chooses a numbered picture secretly; B can see all choices but not A's selection. Play four rounds, swapping each time. Each pair can earn 12 points; learners may repair a plan to earn its final point. Check that each has both given a clue and checked a detail.

40-50 | A fresh listen and a final response

Read the fresh message on page 3 without showing it. Each learner gives place, time and what to bring, then compares. Ask each learner to make one new checking question. Give feedback on one useful phrase and one shared difficulty. Repeat a short game turn with less help if time allows.

One-to-one, online, support and stretch

One-to-one: teacher and learner swap A/B roles. Online: share only pages 1-2; learner A sends the selected number privately to the teacher if checking is needed. For A2, allow notes, key words, replays and the script after an attempt. For B1, add a second problem and a compromise. If hearing access requires text earlier, offer it and treat the activity as supported listening/reading. If sound fails, use reading-to-speaking and revisit listening later.

Optional homework and follow-up

Write or record a fictional 30-second changed-plan message with the four details. In the next lesson, a partner listens and checks one detail. Or fill these gaps: 1 Let's ____ (meet) inside. 2 Could you ____ (bring) cards? 3 Did you ____ (say) four? 4 That ____ (work) for me. Key: meet, bring, say, works. Game choices are open; a practical solution matters more than a single model answer.