

Say it. Check it.

Pronunciation for clearer communication | A2-B1 | 90 minutes | 28 October 2026

1 What went wrong?

Choose two pictures. What might the people say? Act out a short conversation.



1. The wrong room?



2. The wrong day?



3. The wrong thing?



4. The wrong photo?



5. The wrong bus?



6. The wrong parcel?

Talk together

What helped you understand? What can you say when you are not sure?

You can invent a story. You can pass on personal questions.

Make the message clear

Shared student page | Listen, notice and practise

2 Find the important beat

Listen to your teacher. Tap the strongest beat. Say each phrase.

apPOINTment / inforMation / perMISsion
 an appointment on Tuesday / some information / ask for permission

3 Which detail changes?

Read the messages. Underline the new detail in each reply.

A: Room sixteen? B: No, room sixty.

A: On Monday? B: No, on Tuesday.

A: Bring a notebook? B: No, bring a laptop.

Check your ideas

1. Monday? No, Tuesday. What changes? the day / the place
2. You are not sure of a number. Guess / Ask again.
3. A laptop, not a notebook. Which is the new item? laptop / notebook

4 Choose a helpful reply

Match 1-3 with a-c. Then practise the three short conversations.

1. You did not hear the room. ____
2. You heard 14 or 40. ____
3. You want to check the whole plan. ____

- a. Did you say fourteen or forty?
- b. Let me check: Tuesday at two, room forty. Is that right?
- c. Could you say the room number again, please?

5 Listen and check

Listen to three short exchanges. Write the corrected detail.

1. Room: _____
2. Day: _____
3. Bring: _____

Compare with a partner. Say each corrected plan.

Two plans. No guessing.

Private partner A | Keep this page hidden until you both finish

6 Share your plan

Answer your partner. Say the room as a whole number first.

SKILLS WORKSHOP

Day: Thursday | Start: 3 pm | Room: 14 | Bring: a notebook

Find out: Conversation club

Ask questions. Write the four missing details.

Day: _____

Start time: _____

Room: _____

Bring: _____

Ask What day is it? / What time does it start?

Which room is it in? / What should I bring?

Check Could you say that again? / Did you say ... or ...?

Read back So, [day] at [time], room [number]. Bring [item]. Is that right?

Your shared challenge: 8 correct details

Read back both plans. Now show your cards. Check all eight details.

Correct any mistakes. Try one unclear exchange again.

Conversation choices

Choose from both pages. Ask: Why? What happened next? Can you give an example?

1. When did you last ask someone to repeat something?
2. What is easy to misunderstand on a phone call?
3. Do you prefer voice messages or text messages? Why?
4. Which English word would you like to say more clearly?
5. Have you ever gone to the wrong place? What happened?
6. What helps you follow an online meeting?

Two plans. No guessing.

Private partner B | Keep this page hidden until you both finish

6 Share your plan

Answer your partner. Say the room as a whole number first.

CONVERSATION CLUB

Day: Tuesday | Start: 2 pm | Room: 40 | Bring: a photo

Find out: Skills workshop

Ask questions. Write the four missing details.

Day: _____

Start time: _____

Room: _____

Bring: _____

Ask What day is it? / What time does it start?

Which room is it in? / What should I bring?

Check Could you say that again? / Did you say ... or ...?

Read back So, [day] at [time], room [number]. Bring [item]. Is that right?

Your shared challenge: 8 correct details

Read back both plans. Now show your cards. Check all eight details.

Correct any mistakes. Try one unclear exchange again.

Conversation choices

Choose from both pages. Ask: Why? What happened next? Can you give an example?

1. Have you ever misunderstood a date or number?
2. How do you check plans with friends?
3. What do you do when someone speaks too quickly?
4. Which names or places are difficult to say?
5. What would you do with a parcel for another address?
6. Where would you like to use English more confidently?

Sort out the mix-up

Shared student page | Make a decision and confirm it

7 Choose a scene. Make your own conversation.

Plan for one minute. Speak without writing a full script. Swap roles.

BUS STOP

A: You need a bus to the sports centre. Ask which stop to use.

B: You know the bus leaves from the stop across the road. Explain.

Finish: A confirms the stop. Invent the time together.

PARCEL DESK

A: You ordered a small box. A large box has arrived. Ask for help.

B: Ask A to check the name and order number. Agree a next step.

Finish: Confirm what you will do. Invent the order details.

WORK OR COLLEGE

A: Arrange a short meeting. Offer two days and two times.

B: Choose one. Ask about the room and what to bring.

Finish: Read back all four details. Both confirm.

8 Change the plan

Keep your agreed plan. A changes one detail. B checks the new plan.

Swap roles. Change a different detail.

9 Keep talking

Use the questions on your partner pages. Explore a few answers.

Exit check: Say one checking phrase. Say one thing that helped your listener.

At home: check the details

Student homework | Do the tasks before looking at page 7

A Find the main beat

Underline the strongest syllable. Say the word in a short phrase.

1. ap / point / ment 2. in / for / ma / tion 3. per / mis / sion

B Make the correction clear

Underline the corrected detail in each reply.

1. A: Friday? B: No, Thursday.
2. A: Room fourteen? B: No, room forty.
3. A: Bring a photo? B: No, bring a notebook.

C Put the conversation in order

Write 1-4 next to the lines.

- ___ a. Forty. Four-zero.
- ___ b. The club is in room forty.
- ___ c. Room forty. Thanks.
- ___ d. Did you say fourteen or forty?

D Read the message. Check the plan.

CONVERSATION CLUB - UPDATED PLAN

Hi! The club is on Wednesday at 6 pm in room 60.

Please bring a photo of a place you like. See you there!

Correct the four mistakes in this readback:

So, Thursday at seven, room sixteen. Bring a notebook. Is that right?

E Make a new plan

Write your own day, time, room and item to bring. Keep it for next lesson.

Day: _____ Time: _____

Room: _____ Bring: _____

Practise saying your plan and one checking question. No recording needed.

Homework: check your answers

Student answer key | Use after completing page 6

A Main beats

1. ap / POINT / ment
2. in / for / MA / tion
3. per / MIS / sion

Example phrases: an appointment on Friday; some information; ask for permission.

B Corrected details

1. Thursday
2. forty
3. notebook

Make the changed detail easy to hear. You can stress it, pause or say it another way.

C Conversation order

b - d - a - c

1. The club is in room forty.
2. Did you say fourteen or forty?
3. Forty. Four-zero.
4. Room forty. Thanks.

D Correct readback

So, Wednesday at six, room sixty. Bring a photo of a place you like. Is that right?

All four details must match. Your wording can be different.

E Your own plan

Answers vary. Check that you included a day, time, room and item.

Example: Saturday at eleven, room twenty, and bring a pen.

Example checking question: Did you say twenty or thirty?

Next lesson

Keep your plan hidden. Your partner asks for four details and reads them back.

Compare with your plan. Correct any missed detail together.

Teacher route and answers

Teacher only | Preparation and a suggested 90-minute route

Prepare and share

Share pages 1-2 and 5-7 with everyone. Give page 3 only to A and page 4 only to B. Keep pages 8-9 private. The student PDF includes both roles: do not send it whole before the exchange. Use separate partner PDFs. Task 5 has three Microsoft-voice audio tracks and a combined track on the lesson webpage. Use audio or model live. Scripts and answers are on page 9.

90 minutes with different speaking purposes

0-8 Page 1: choose two pictures, invent exchanges and compare interpretations.

8-18 Page 2, tasks 2-3: model word beats in phrases, then contrast corrected details. Check the three choices.

18-25 Task 4: match replies. Pairs rehearse and change a number, day or item.

25-35 Task 5: read the mini-dialogues on page 9 twice. First listen for the situation; then note corrected details. Pairs reconstruct the plans.

35-50 Private A/B task: ask, note, read back and check eight facts. Give one useful cue; retry an unclear exchange.

50-65 Page 5, task 7: choose a scene, plan briefly, role-play, swap roles. Change scene if useful.

65-75 Task 8: change details of the agreed plan. Partners check the revision. Hear two examples and give focused feedback.

75-87 Task 9: use the twelve questions across A/B pages. Follow interesting answers; do not race through the list.

87-90 Exit check. Set pages 6-7 for homework and next-lesson transfer.

Shorter class: about 45 minutes

Pictures 5 min; beats, corrections and phrase match 10; A/B exchange 15; one role-play 8; discussion and exit check 7. Omit live listening and change-the-plan extension. Set the same homework.

Models, feedback and access

Teacher only | Live listening scripts and task keys

Listening: page 2, task 5

Play each track twice, or read naturally with short pauses. Before the first reading ask: What are they arranging? Do not show the scripts until after listening. First-listen answers: a meeting, a visit, a workshop.

1 | Meeting

A: The meeting is in room sixteen, right?

B: No, room sixty. Six-zero.

A: So, room sixty. Thanks.

2 | Visit

A: Are we visiting the centre on Monday?

B: No, on Tuesday. The time is still ten.

A: Tuesday at ten. Is that right? B: Yes.

3 | Workshop

A: Shall I bring a notebook to the workshop?

B: Bring a laptop instead. We will use the online form.

A: A laptop. Got it.

Answers and pronunciation cues

Task 3: SIXTY, TUESDAY, LAPTOP. Choices: the day; ask again; laptop.

Task 4: 1c, 2a, 3b. Task 5: 1 sixty/60; 2 Tuesday; 3 a laptop.

Task 6: Skills workshop - Thursday, 3 pm, room 14, a notebook.

Conversation club - Tuesday, 2 pm, room 40, a photo.

Readback: Let me check: Thursday at three, room fourteen. Bring a notebook. Is that right? Accept equivalent wording. Award a shared point for each correct fact, including successful repairs.

Feedback that leads to a clearer retry

Ask what the listener heard. Model one useful change, then retry the whole exchange. Useful isolated number models: fourTEEN/FORTy and sixTEEN/SIXty; stress can change in a sentence. Digits are another repair. Do not score accents or speed. Attention, vocabulary and connection quality can also cause misunderstandings.

Adapt the task

A2: keep questions visible and exchange one fact at a time. B1: ask for complete confirmations and unscripted plan changes. Online: send A/B privately. One-to-one: take the other role. Allow written access and optional speech where needed; an access need is not a pronunciation error. Pictures suggest invented stories, not hidden facts. Never require deliberate mumbling. Homework key is student page 7. Suggested timing and level need classroom trial.

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