

Answers and helpful alternatives

TEACHER ONLY | Keep answers separate until learners have tried

Page 1: messages and claims

1. need; is not. 2. Book swap, community room, 11 for visitors. In A, Jo is asked to help at 10.
 3. A1 S: thirty registrations, not guaranteed attendance. A2 I: only two helpers confirmed and Jo is asked to help early. A3 U: delayed drinks information and a cup shortage do not show dislike. B1 S: six confirmed volunteers. B2 I: asking visitors to bring cups plausibly responds to the earlier shortage; the motive is not explicit. B3 U: sign-ups do not guarantee attendance.
 Repairs: A3: Lee has not yet told visitors they can bring drinks. B3: Thirty people have signed up.
 Reply models: A: I can come at 10. Should I bring cups? B: I can arrive at 11. Would extra books help? Other useful replies count.

Page 2: the clue challenge

1: I. Missing coat/shoes and a return note support a possible outing; they do not prove it. A new stated claim: Jo's shoes are gone.
 2: U. One online meeting does not tell us the office's long-term future. Repair: Today's meeting is online.
 3: S. The clue explicitly gives the expected delivery time. Keep expect: it is not a guarantee the bread will arrive.
 4: X. The clue explicitly says the parcel was not delivered to your home. Repair: It is with Pat next door.
 5: I. A delay can affect arrival time, but alternative travel or spare time may prevent that. A new fact: The bus is delayed by twenty minutes.
 6: U. Extra plates may be spares or intended for extra visitors; neither proves six will attend. Repair: Four people are invited.

Page 3: fresh-message guidance

1. Starts at 6; twelve have signed up. 2. Kim may want spare sheets for extra visitors or lost sheets. Two extra sheets are the clue; other careful, linked reasons count. 3. No. The message offers a route without steps but does not state Sam's circumstances.
 Record the first response before prompting. Give one useful comment, then let the learner retry.
 This is a small classroom sample, not a CEFR test.

Teacher notes and lesson plan

Outcome: use a clue, explain a cautious claim and repair an unsupported statement

Level: B1 core, with A2 support. Learners: Adults/teens. Time: About 40-50 minutes, plus the later check.

Share: Pages 1-2 first; hold page 3 for later. Keep pages 4-5 with the teacher. Pictures illustrate situations; use the written clue for facts and exact quantities. No audio or extra equipment is required.

0-8 minutes | Facts and possibilities

Use the four simple labels at the top of page 1. Explain may + base verb for a possible interpretation and check the two choices. A supported possibility needs a relevant clue. Something unsupported could still be true; something contradicted has evidence against it. Use X only when the text says the opposite.

8-20 | Read A and B

Check book swap, volunteer, confirm and sign up. Give a first-reading purpose: event, place, visitor time. Learners compare the six short claims and explain a few clues orally. Model one inference before they repeat guesses. Avoid assigning emotions or motives the messages do not establish.

20-28 | Reply and improve

Partners challenge one U claim and repair it. Each gives a two-sentence reply as Jo with an arrival time and a useful question. For speaking-first groups, say the reply rather than write it. Check whether their question seeks genuinely missing information.

28-43 | The clue challenge

Learners take turns reading a card, judging it and making a new supported claim. The reader may challenge the reason; use page 4 to resolve uncertainty. Each pair can earn eighteen points cooperatively. No point is awarded for a label guessed without understanding, but the separate label point can be earned after a correction. Accept different sensible inferences with evidence and suitable certainty. Do not require your exact wording.

43-50 | A better claim

Each learner chooses one claim they initially believed and gives a more accurate version. Give brief feedback on the clue, explanation and degree of certainty. Invite a new spoken attempt. Keep page 3 for later in the lesson if time allows, or the next lesson; record first and helped responses separately.

Online, one-to-one and support

Online: show pages 1-2, then release page 3 separately. One-to-one: teacher and learner swap game roles. At A2, explain one message/card at a time, allow key words and use may + verb as a frame. At B1, invite another possible explanation. Offer enlarged text or oral answers. A picture alone is not proof of someone's feelings, identity or circumstances.

Optional homework

Write a new everyday clue of two short sentences and a claim. Keep your label and reason separate. Next lesson, a partner challenges it and makes a new supported claim. No personal disclosure is needed.