# One room, three ideas

A2-B1 | Adults and teens | Read the messages. Choose a plan.

## Give a reason. Mention a difficulty.

Because gives a reason: I like quizzes because we can play in teams.
But contrasts two ideas: I like crafts, but we need help.
Although also shows contrast: Although it is simple, it could be fun.
Use although or but to link the same two ideas, not both.

1. Choose: a. I like quiet activities because / but I have time to think.
b. Although / Because a quiz is fun, everyone needs time to answer.

## The room is yours... for one afternoon.

Sunday, 1.00-2.30. Up to 12 people. Tables, chairs, pens and a board.
No money to spend. Two volunteers. The activity must work indoors.

### Rani suggests...

I suggest a book exchange. People can bring a book they have finished, but they can also come without one. We could put books on tables and talk about them in small groups. I like quieter activities because people have time to think.

### Luis suggests...

How about making paper decorations? I can bring clean recycled paper, so we do not need to buy materials. Everyone could make something in pairs. Then each pair could explain their design. I enjoy making things, but I would need a volunteer to help me prepare the tables.

### Beth suggests...

I would choose a team quiz. We can write the questions on the board and use pens and paper for answers. There could be three short rounds, with different topics. I think teams help people join in, although we should give everyone time to answer.

## 2. Who suggests what?

Book exchange: _____ Paper decorations: _____ Team quiz: _____

## 3. Check the messages.

a. Who will bring paper? _____ b. Who needs help preparing tables? _____
c. Must everyone bring a book? _____ d. How many quiz rounds? _____
Compare answers. Show your partner the words that helped you.

# Win the room!

Pitch a plan, ask questions and deal with a surprise

## 4. Make your pitch

Work in pairs or groups of three. Keep page 1 open.
1. Each person chooses an idea. Say why it could work. Use a message detail.
2. Ask each other a real question: How would that work? What would we need?
3. Agree on one idea or combine two. Plan the time, materials and volunteer jobs.
Try: I would choose... because... / That could work, but... / Could we combine...?
You do not have to prefer the same activity before you start.

## 5. Pick a surprise

Take turns choosing a card for another group. If there are only two of you, choose a card for your pair. Keep the other original limits. Change your plan, then explain it again.

**A. Only 45 minutes**

The room now closes at 1.45.

**B. Only one volunteer**

The other volunteer cannot come.

**C. No tables**

You still have chairs, pens and the board.

## Our new plan

Activity and a reason from the messages: _____
_____
Timing: _____
Materials and volunteer jobs: _____
_____

## 6. Check and score together

Give 1 point for each check: time and surprise fit / no spending / indoors / volunteers fit.
Add 1 point for a correct message detail and 1 if everyone asked a question.
Maximum: 6. Another pair or the teacher checks your plan. Fix it if needed.
The best plan meets the limits and includes everyone. There is no speed bonus.

Finish alone: Say one fact from the messages and one idea your group added.
Talk more: Which activity would you join? What would make it better?
You can use an invented group instead of talking about your own life.

# Answers and possible plans

TEACHER ONLY | There is more than one workable plan

## Language and reading answers

1. a because; b Although. Although starts the contrasting clause here; do not add but to link the same two clauses.
2. Rani: book exchange. Luis: paper decorations. Beth: team quiz.
3. a Luis; b Luis; c No, people may come without a book; d three.

Useful details: the room is available for 90 minutes; nothing can be bought; two volunteers are available; the plan must work indoors.

## A possible first plan

Book exchange: 10 minutes welcome and setup, 25 browsing and choosing, 25 small-group book conversations, 20 recommendations, 10 clearing up. Total 90 minutes. Books come from participants; no spending. One volunteer organises tables and the other helps groups. People without a book can listen, ask questions or discuss a familiar story.

These timings and jobs are added ideas, not facts in Rani's message. Rani likes quiet and thinking time; she never says she dislikes every quiz.

## Ways to handle each surprise

### A. Only 45 minutes

Short quiz: 5 minutes welcome/instructions, three 10-minute rounds, 5 minutes answers/reflection, 5 clearing up. Total 45. Two volunteers prepare/read questions and help teams. Board, pens and Luis's paper; no spending. All indoors. The shorter time replaces the original 90-minute limit.

### B. One volunteer

Book conversations: 10 setup, 20 browse, 40 small-group chat, 10 recommendations, 10 tidy. Total 90. Participants move chairs and sort their own books; the single volunteer welcomes and helps. Books are optional and no purchases are needed. Rani and the other writers are proposers, not extra staff guaranteed by the text.

### C. No tables

An oral team quiz: 10 instructions, three 15-minute rounds, 20 discuss answers, 15 reset chairs/tidy. Total 90. Two volunteers read questions and record points on the board. Teams sit in chair circles and agree a spoken answer. No table, phone, printer or purchase is required.

## A later challenge: reveal after scoring

Say: Three visitors are new to English and need more time. Ask groups to change one step so everyone can take part. Possible responses: fewer questions, pictures, simple models, mixed-support pairs or more thinking time. This is an open adaptation, not a test of one correct solution.

Final response examples: Fact: Luis offers recycled paper. Our added idea: One volunteer will welcome people. Keep invented details clearly separate from source facts.

# Teacher notes and lesson plan

Outcome: understand proposals and negotiate a practical plan using reasons and questions

Level: A2-B1. Learners: Adults/teens. Time: About 40-50 minutes.
Share: Learner pages 1-2. Keep pages 3-4 with the teacher. No cutting, purchases or actual books are needed: learners are planning an imagined event.
Prepare: Check book exchange (swap), recycled paper, volunteer and quiz round. This is original fictional material.

### 0-8 minutes | Reasons and contrast

Ask which group activities learners enjoy. Model because, but and although; check the two choices on page 1. For A2, focus on because and but in speaking; treat although as reading support. Ask for one new reason and one difficulty.

### 8-18 | Read the three messages

Use the illustrations for predictions. Let learners read silently, match the people and ideas, then compare the four quick detail answers. Ask them to show the relevant words. Support one message at a time if needed. Keep the text available during the game; this is using information, not a memory test.

### 18-30 | Pitch, question and agree

Model a proposal with one message detail and a follow-up question. Pairs or threes each make a pitch and ask a question. Then agree on a plan, its timings, materials and volunteer jobs. Remind learners that 90 minutes includes setup and clearing up. The two volunteers are staff; participants may help, but do not silently invent extra volunteers.

### 30-43 | Surprise and score

Reveal one page 2card per group. CardA changes time to 45 minutes; B changes volunteers to one; C removes tables. Other original limits stay. Give thinking time. Groups adapt and explain their new plan. Another pair or the teacher awards the six checklist points; allow revisions. Confirm timings add up, needed materials are free and available, and everyone contributed. Multiple plans can earn 6 points.

### 43-50 | One more change and an individual finish

Use the later challenge on page 3 if time allows. Ask each learner for one source fact and one added idea. Give feedback on one useful reason or question, then invite a brief improved pitch. Check whether the new plan still meets its limits.

### Online, one-to-one and support

Online: share pages 1-2, use chat for the chosen surprise and pairs for pitches. One-to-one: teacher makes a different pitch and asks a question; swap who chooses the surprise. Permit key words, oral planning, extra reading time and enlarged text. For B1, ask learners to include a drawback or compromise. Avoid treating an inference as a fact about a writer.

### Optional homework with a reader

Write a fourth proposal of 50-70 words with an activity, free materials, a reason and a difficulty. Next lesson, a partner checks its main idea and whether it fits. Or complete with because, but and although, once each: 1 We like it ___ everyone can join. 2 It is fun, ___ we need help. 3 ___ time is short, we can do a small quiz. Key: because; but; Although.