

Hide a phrase in a conversation

B1-B2 | Adults and teens | About 20-25 minutes | Work in threes

1. Read the examples

See eye to eye = agree. We see eye to eye about the budget.

Once in a blue moon = very rarely. I go bowling once in a blue moon.

A piece of cake = very easy. Booking online was a piece of cake.

On the ball = alert and quick to notice or act. Lee was on the ball: he spotted the wrong date on our tickets.

A: Cooking for ten will be a piece of cake.

B: Really? What will you make?

2. Choose a plan

A and B: plan a Saturday outing. Spend **no more than £8 each**. Choose somewhere **indoors**. Compare two choices and agree one reason for your decision. The prices below are invented for this activity.

City museum: free; indoors; 10-minute walk.

Board-game cafe: £6 each; indoors; 20-minute walk.

Park picnic: £4 each; outdoors; 10-minute walk.

Secretly choose one phrase from section 1. Plan for one minute.

Talk for two minutes. Use your phrase if it fits. You may invent your preferences. Do not stop the conversation to name the phrases.

3. Listen and check

C: listen to the plan. Note a phrase and what it meant.

Choice and reason: _____

Phrase heard: _____

It meant: _____

Tell A and B their plan in your own words. Ask: **Have I got that right?** Then check whether the phrase fitted the meaning.

4. Change roles and try again

Improve one unclear sentence together. Your teacher will give you a new choice. Change roles each time so everyone speaks and listens.

If you are unsure: What does ... mean here?

Check: Do you mean ...?

Keep going: I mean ... / Let me say that another way.

Find the smaller word

B1-B2 | About 15 minutes | A spelling and meaning puzzle

Find a smaller word inside each longer word. Keep the letters in order. You can skip letters. You cannot move them around.

Example: destruction → ruin

Both words can describe serious damage. The smaller word uses letters 5, 6, 9 and 11. Words may fit different sentences.

1. Circle the letters. Write the word.

a. Clue: strongly advise someone to do something.

e n c o u r a g e Smaller word: _____

b. Clue: very bad or morally wrong.

d e v i l i s h Smaller word: _____

c. Clue: someone with a higher position than you at work.

s u p e r v i s o r Smaller word: _____

d. Clue: someone who says something untrue.

p l a g i a r i s t Smaller word: _____

2. Check the meaning

A plagiarist presents someone else's words or ideas as their own.

A liar says something untrue. Can someone be a liar without copying anyone's work? Give an example. You may invent one.

3. Try two sentences

Choose a pair. Write one sentence with each word.

Ask your partner: **Can I swap the words here? Why, or why not?**

1. _____

2. _____

Help: The letters are in order. / The meaning is more specific.

The grammar changes. / Both work here, but ...

The puzzle does not explain word history. Your teacher has one more to try.

Which word do you need?

B1-B2 | About 15-20 minutes | Explain the meaning, then choose

Foundations: the structure supporting a building from below.

Basement: a floor partly or wholly below ground level.

Cellar: an underground room, often for storage.

Base: a bottom or supporting part, such as a pizza base.

Basis: the reason, evidence or principle behind a decision.

A foundation in a subject: basic knowledge to build on.

1. Choose the usual word

- a. We keep the wine in a wine _____.
- b. The builder checked the house's _____.
- c. I prefer a thin pizza _____.
- d. On what _____ did you choose the new supplier?
- e. The training gives you a _____ in accounting.
- f. The office is on the _____ level, below ground.

2. Compare and explain

Compare answers. Explain two choices.

Help: I mean a room / a building support / food / evidence / knowledge.

Basement and cellar can overlap. A room does not become a basement or a cellar just because it looks cheerful or gloomy.

3. Make a message clearer

A house advert: The house has a large foundation where we keep bicycles.

What the writer means: an underground room used for storage.

Ask a question to check the meaning. Then improve the advert.

Start: Do you mean ...? / So the house has ...

Practise saying your clearer message. Your teacher will give you a different message to explain after feedback.

Explain a surprising fact

B1-B2 | About 15-20 minutes | Read, explain and check

You are choosing a fact for a school science display. Read about Venus. Which fact would make a visitor stop and ask a question?

Venus is the second planet from the Sun. It is the hottest planet in our solar system. Its thick atmosphere traps heat. It has no moon.

Venus takes about **243 Earth days** to turn once on its axis and about **225 Earth days** to travel once around the Sun.

1. Compare the two movements

Rotation: turning on an axis. **Orbit:** travelling around another body.

One turn (rotation)

 243 days

One trip around the Sun (orbit)

 225 days

Which takes longer? By about how many Earth days?

2. Choose a clear message

- a. A day on Venus is longer than its year.
- b. One full turn of Venus takes longer than one trip around the Sun.

Which message explains the two movements more clearly? Why?

Here, **243 days means one full turn**. It is not the time from one sunrise to the next. The word **day** can be confusing.

3. Explain and ask

A: choose one fact. Explain it without reading a whole sentence.

B: say what you understood. Ask one question. Swap roles.

Help: It takes ... to ... / It takes longer to ... than to ...

Do you mean ...? / The information says ... / We still need to check ...

Tell another pair your chosen fact and why it interests you. If a question is not answered here, keep it as a question. Do not invent a fact.

Source: NASA, Venus Facts, checked 18 October 2026. Facts paraphrased for this original activity. Your teacher has a new planet comparison to try.

Choose one small practice task

About 10 minutes with your teacher | Review it next lesson

1. Start with something you want to do

A topic I enjoy: _____

Something I want to do in English: _____

2. Choose a short item

Choose a short text, recording or exercise with your teacher.

Try a little now. Is it easy enough to use? What help do you need?

Title or link: _____

Help I need: _____

No item ready? Try this message:

Our walking group meets on Sunday at 9:30 outside the community centre. The easy route takes one hour and costs nothing. Wear comfortable shoes. If it rains, we will meet in the centre cafe instead.

Try: Tell someone when and where to meet. Ask one question.

3. Make a small plan

Example: I will read a short message, note two useful phrases and explain the plan next lesson. I will spend no more than ten minutes.

I will: _____

When: _____ Time limit: _____

I will bring or show: _____

4. Come back to it

Next lesson: show what you did. Try one useful phrase or ask a question.

What worked? _____

What got in the way? _____

5. Agree what to do next

Keep it / shorten it / add help / choose something else.

Our next step: _____

Choose one manageable task. You can change the plan together.