

Choose one activity

Supported B1-B2 activities; choose one, not the complete pack

Share only the page you choose. Student pages are 1-5; keep 6-8 for you. No recording required. Timings are adjustable, not classroom validated.

- 1 • Idioms • 20-25 min:** agree a plan; listen and check appropriate use.
- 2 • Word puzzle • 15 min:** find letter paths; compare meanings.
- 3 • Word choices • 15-20 min:** choose a meaning and repair a message.
- 4 • Science • 15-20 min:** explain information and check a listener.
- 5 • Practice plan • 10 min:** agree a small task and review its result.

Page 1: hear the message as well as the phrase

4 min: check the four meanings. Read the short examples; elicit a plain-English version. These expressions are informal. See eye to eye often appears as do not see eye to eye about/on something.

2: check £8 each and indoors. The museum and cafe meet both rules; the picnic does not. There is no single best choice between the first two.

3: allow one minute to prepare, then two minutes to speak. C notes the plan, reason and phrase in context.

2: C checks the summary and meaning. Discuss one unclear use, with a model if needed.

6: rotate roles twice using the new choices below. Everyone listens once and speaks twice. Each may keep or change their phrase.

3-5: hear a final improved sentence and discuss a useful clarification question. No points or phrase quota needed.

New choices: reveal one per round

Round 2: choose a regular 30-minute English meeting. Monday lunchtime is free for everyone. Wednesday evening is also possible but costs £3 each for the room. Choose a day and one activity.

Round 3: the group has only 15 minutes and no budget. Meet on Monday in the free room or online on Wednesday. Choose a day, place and one activity that fits.

Observe each learner: message clear; phrase fits; listener checks meaning; support needed. A natural conversation without an idiom is better than a forced example. After feedback, invite a new accurate example; do not treat one successful use as mastery.

When a phrase is unclear

Clarify now if it blocks the task. Otherwise note the exact phrase and situation, then return to it afterwards. Ask for a paraphrase and a new example. The page 1 questions provide the routine.

Check letters and meanings

Notes, keys and new examples for student pages 2-3

Page 2: optional spelling and meaning puzzle

Check the longer words first; explain unfamiliar meanings. Model destruction → ruin. Allow 4 minutes each for letter paths, meanings and two sentences, then try the new puzzle below. A dictionary is optional.

Answers (positions count from 1):

encourage → urge: 5, 6, 8, 9

devilish → evil: 2, 3, 4, 5

supervisor → superior: 1, 2, 3, 4, 5, 7, 9, 10

plagiarist → liar: 2, 5, 6, 7

Check meaning separately. Urge is stronger than encourage here. Devilish can also be playful or mischievous. A superior is higher in rank, not necessarily a direct supervisor. A liar need not plagiarise: this pair is especially loose. These are related-word puzzles, not strict synonym or word-history claims.

Sentence examples: I encourage her to apply / I urge her to apply (both work, different strength). A devilish grin / an evil grin (different tone). Ask your supervisor / superior (different scope). Accept other accurate sentences.

Fresh puzzle after feedback: write OBSERVE; clue: notice with your eyes. Intended word SEE uses 3, 4, 7. Learners mark the letters, then explain why observe can mean watch carefully, more than simply see. Offer a first letter if needed and record the help.

Page 3: choose by meaning, then repair

Allow 4 minutes for meanings, 4 for choices, 5 for explanation/repair and 3-5 for a new message. Begin with room versus structure if support is needed.

Key: a cellar; b foundations; c base; d basis; e foundation; f basement.

Advert model: Do you mean a room below ground? The house has a large cellar/basement where we keep bicycles. Both room words may fit this open description.

Basement/cellar is not a cheerful-versus-gloomy distinction. In f, basement level is the intended combination; open descriptions allow overlap. The nouns have other senses.

New message after feedback: We chose the supplier on the basis of price. Clarify room versus reason, then repair: on the basis of price. Each learner gives a new decision and reason. Accept alternatives such as because of the price.

Online/one-to-one: mark letters on screen or read positions; take turns giving sentences. Note explanations as independent, cued or modelled.

Explain, check and follow up

Notes for pages 4-5 | Sources and qualifications

Page 4: explanation, not a general-knowledge test

3 min: read the facts and establish turn/rotation versus trip/orbit. Mime the movements or use two objects if useful.

4: compare the bars: 243 is 18 more than 225. The bars use the same scale. Message b names both movements and avoids an ambiguous day.

5: partners explain and check a listener. Ask a question answered in the facts and one that still needs checking.

3-5: give feedback and the new comparison below. Each learner explains again, with less support if ready.

Accuracy: 243 Earth days is approximately the sidereal rotation period, not sunrise-to-sunrise. A Venus solar day is about 117 Earth days. Venus is second from the Sun; a strong greenhouse effect, not being the closest planet, explains its extreme heat. It has no natural moon. No need to teach the technical labels to complete the task.

New comparison, from NASA Mercury Facts:

Mercury takes about 59 Earth days to turn once and 88 to travel around the Sun. Which movement takes longer? Explain to a partner.

Key: the orbit is about 29 Earth days longer than the rotation. A Mercury solar day is different again; do not equate it with the 59-day turn.

Assess the explanation and listener check separately from reading the numbers. Let learners read facts; ask them to rephrase the relationship. Do not treat recalling astronomy as the language outcome.

Page 5: make enthusiasm manageable

Ask about an interest and a real English goal. Sample a short item together before agreeing the task, support, time and next-lesson follow-up. The supplied fallback meets Sunday 9:30 outside the community centre; the walk lasts one hour and is free. Rain changes the meeting to the centre cafe. Dogs are not mentioned: keep this as a question.

Next lesson, check what the learner tried. Hear one phrase or explanation, give feedback and try again. Agree whether to keep, shorten, support or replace the task. A plan alone is not evidence of learning.

Support and sources

Online, share only the chosen student page. In pairs or one-to-one, alternate speaking and retelling your partner's message; the teacher can listen. For lower B1, reduce the idiom set or use just two noun contrasts; do not require the complete pack.

Sources: Cambridge Dictionary (named entries); NASA Venus Facts, NASA Mercury Facts and NASA Space Place, checked 18 October 2026. Original tasks by Gav & Em. Classroom effectiveness untested.