

Which word fits?

1 · Prefix contrasts · B1-B2 · Use this as a separate mini-lesson

1a. Neither food is fully cooked. What is the difference?



A. The vegetables have not been cooked.



B. The bread is still doughy inside.

Prefixes change the meaning of words

uncooked = not cooked; **undercooked** = not cooked enough.

underqualified = lacking the qualifications needed for a role.

disqualified = no longer allowed to take part, for example after breaking a rule.

underreported = a reported amount is less than the real amount.

misreported = information was reported incorrectly.

A prefix is added to the start of a word. Learn each complete word and its meaning.

1b. Choose a word from the box. Explain the clue.

- The ingredients have not been heated at all. They are _____.
- The loaf came out too soon; its centre is not ready. It is _____.
- The role needs an advanced certificate; he has only a basic one. He is _____.
- A runner broke a race rule and cannot continue. She was _____.
- There were 20 complaints; the report lists only 12. The total was _____.
- A report gives the wrong meeting location. The location was _____.

1c. Could misreported also describe e? What does underreported add?

1d. Clue challenge: choose a pair of words. Give a new short situation; your partner chooses the word and explains why. Swap roles. Then discuss: when is a small mistake in a message especially important?

Optional homework

Write two short situations for different words in the box. Leave a gap for each word. Keep your answers separately. Give the clues to a partner next lesson.

Jobs: listen, note, check

2 · Listening and speaking · B1 · Teacher reads the scripts

2a. Look at the photos. What might each person do at work?



Maya



Mateo

2b. Listen to your teacher. Who mainly works with people?
Who mainly works with equipment?

People: _____ Equipment: _____

2c. Listen again. Write keywords, not full sentences. Use ? for uncertainty.

Maya

Job:

Two tasks:

Enjoys:

Finds difficult:

Mateo

Job:

Two tasks:

Enjoys:

Finds difficult:

2d. Compare your notes. Choose one uncertain detail. Ask to hear the relevant part again. Explain which information you are listening for.

Useful language: She works with ... / He is responsible for ...
She enjoys ... / I would prefer this job because ...

2e. Which job suits you better? Why? What would be difficult?

Optional homework

Write 3 sentences: a task, something you enjoy and a difficulty.

Tall or high?

3 · Describing height and position · A2-B1

3a. What is the difference between the bookcase and the shelf?



A. A tall bookcase



B. A shelf high on the wall

What are you describing?

Tall: a person's height, or something extending upwards, such as a tree or bookcase.

High: a position far above the ground; also high prices or a high temperature.

With a measurement: **The wall is two metres high.**

A building can be tall, and it can be eighty metres high. Check the whole phrase.

3b. Choose tall or high.

- a. My brother is two metres _____.
- b. The shelf is too _____ to reach.
- c. A _____ tree stands by the gate.
- d. The wall is two metres _____.
- e. The prices are too _____ for us.

3c. Draw and describe

Draw a room with a tall object and something high above the floor. Keep your sketch covered. Describe it; your partner draws what they hear. Compare, then swap.

Your room

Your partner's room

3d. What is difficult to reach at home or work? How could you improve it?

Optional homework

Complete: a. The small shelf is too ____ to reach. b. She is very ____.
Then write one sentence about a real object using tall or high.

Bad or badly?

4 · Describe the thing or the action · A2-B1

4a. What might have gone wrong? Describe each picture.



A. A cafe visit



B. A delivery

Compare the messages

The service was bad. Bad describes the service.

They handled the complaint badly. Badly describes how they handled it.

After **taste, smell or feel**, use bad to describe the subject: **The soup tastes bad.**

Badly damaged means severely damaged. Learn the whole phrase.

4b. Choose the words in this customer review.

CUSTOMER REVIEW | A disappointing visit

The soup tasted **bad / badly**. The waiter explained the menu **bad / badly**.

The service was **bad / badly**, but I felt **bad / badly** about complaining.

At another table, a customer's bag was **bad / badly** damaged by a spill.

What does each chosen word describe?

4c. Choose the cafe or delivery. Make up a short complaint and reply.

A explains what happened. B apologises and suggests a solution. Swap roles.

Use one sentence with bad and one with badly somewhere in your exchange.

4d. What makes service good? Describe a time someone solved a problem well.

Optional homework

Rewrite: a. They gave a bad explanation. Start: They explained ...

b. She handled it badly. Start: She did a bad ...

What do you mean?

5 · Context before correction · B1

5a. Read the four messages. Choose or explain the intended meaning.

A | Talking about a person

She has dark **hair** / **hairs**.

We mean all the hair on her head.

B | Checking a jacket

There are two **hair** / **hairs** on it.

We mean two separate strands.

C | An invitation

Anybody can join the club.

Can any person join, or only one named person?

D | After a meeting

Everybody joined the call.

Did all the people join, or just some?

Check the meaning first

Hair can mean all the hair together; **hairs** are separate strands.

Anybody can refer to any person; **everybody** refers to all the people.

Check the intended meaning before correcting.

5b. A reads one sentence. B asks a question to check the meaning.

A chooses one meaning below. B helps A express it clearly. Then swap roles.

1. "I look for the TV every evening."

Searching for a missing television, or following a programme?

2. "I make sports in the gym."

Doing yoga, playing badminton or general exercise?

3. "She is the responsible person for the department."

The department manager, or a reliable person with a particular duty?

5c. When do people misunderstand messages? How do you check meaning?

Optional homework

Write one sentence about hair and one about two hairs.

Then write two short sentences: one with anybody and one with everybody.

Teacher notes & answers

S05E18 · Five independent mini-lessons · Choose the sheet your group needs

How to use the pack

Each student sheet stands alone. Start with its question or pictures, clarify the brief language box, do the practice, and finish with the speaking task. Use homework optionally. Keep these teacher pages separate. One-to-one: teacher is partner. With 2-6 learners, use pairs; for an odd number, use a trio and rotate speaker, partner and listener. Online, show only the current sheet; keep listening scripts hidden until review.

1. Prefix contrasts - B1-B2

1a: vegetables are uncooked; bread is undercooked. Raw vegetables may be eaten uncooked; the contrast concerns cooking, not whether every uncooked food is unsuitable. 1b: a uncooked; b undercooked; c underqualified; d disqualified; e underreported; f misreported. 1c: yes, misreported is broader; underreported specifically highlights a reported amount below the real total. Do not insist the categories never overlap. In 1d, require a contextual clue before awarding a shared point for a suitable answer. Homework varies: check complete words and clear clues.

2. Listening - B1

Read the scripts on teacher page 2. Gist: Maya works mainly with people; Mateo mainly with equipment. Notes: Maya - HR assistant; organises interviews and new-employee paperwork; enjoys meeting people/explaining; repeated lateness is difficult. Mateo - hotel maintenance technician; checks equipment and repairs small electrical problems; enjoys solving problems; simultaneous urgent requests are difficult. Accept clear keywords and paraphrases. Homework varies; example: "I organise orders. I enjoy helping customers. I find urgent requests difficult."

3. Tall or high - A2-B1

3b: a tall; b high; c tall; d high; e high. In 3c, judge whether the partner can locate the objects from the description, not drawing skill. A building can be tall and be measured in metres high; avoid a universal shape formula. Homework: a high; b tall. Accept a suitable original example.

4. Bad or badly - A2-B1

4b: bad (soup); badly (explained); bad (service); bad (the speaker's regret); badly (degree of damage). Bad follows linking uses of taste, smell and feel; it does not describe every action involving these verbs. 4c model: "The packaging was bad. The box was badly damaged." "I am sorry. We can replace it." Do not treat an invented example as a fact about the picture. Homework: "They explained it badly." / "She did a bad job of handling it." Accept equivalent natural wording.

5. Context before correction - B1

5a: A hair; B hairs; C any person, no particular named person; D all the people. Anybody and everybody can both occur in permission sentences; do not label every alternative ungrammatical. 5b models: "I am looking for the missing television." / "I watch television every evening." "I do yoga." / "I play badminton." / "I work out." "She is the head of the department." The original responsible person wording may be valid for a duty; clarify before replacing it. Homework: accept accurate contexts for the four requested forms.

Support and extension

Support: choose fewer practice items, model a complete turn, and allow notes. Extension: ask learners to make another context where a different word works, then justify it. For final speaking, follow an interesting answer rather than racing through every prompt. These materials have been checked for content and layout; classroom effectiveness has not yet been tested.

Listening scripts & teaching

S05E18 · For student page 2 · Keep scripts hidden until review

Maya | Human resources assistant

I am a human resources assistant at a small company. I organise interviews and help new employees complete their paperwork. I enjoy meeting people and explaining how things work. The hardest part is dealing with employees who are habitually late. I start at nine and usually finish at five. On Fridays, I also prepare the training schedule for the next week.

Mateo | Hotel maintenance technician

I am a maintenance technician at a hotel. I check equipment and repair small electrical problems. I enjoy solving a problem and seeing something work again. I find it difficult when several urgent requests arrive at the same time. My shift starts at seven and finishes at three. Before I leave, I write a short report for the next technician.

Run the listening task

Read naturally, with a short break between speakers. Check the four note headings first. Read or play both speakers for the main idea, then allow another listen for details. Give quiet time to finish notes. Let partners compare and identify what they still need to check. Replay or reread the relevant section when useful; there is no required number of listens. Reveal scripts after checking the message. Ask learners to find **habitually late** and explain it as **repeatedly or regularly late**. Finish with a spoken comparison.

Try the task yourself

Before class, ask a colleague to read an unfamiliar script while you take notes. Afterwards ask: What did I understand but fail to write? Was I selecting, remembering or writing? Change one thing, such as allowing quiet review time, then observe whether it helps your actual learners.

Language references: Cambridge Dictionary, "High or tall?", "under-", "underreport", "misreport" and "badly"; Cedefop, "underqualification". Examples and classroom tasks are original adaptations.