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.

© 2026 How to English with Gav & Em. Classroom use only; not for sale or redistribution.

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.

© 2026 How to English with Gav & Em. Classroom use only; not for sale or redistribution.