

Who does the job?

Arranged services | About 15-20 minutes

Compare doing a job yourself with arranging for someone else to do it. The situations below are fictional.

1. Find the person doing the work

A: Jo repairs her own bike in her garage.

B: Pat takes her bike to a repair shop. The mechanic repairs it.

Who repairs each bike? A: _____ B: _____

Who can say I had my bike repaired? _____

2. Build the useful pattern

I had my bike repaired yesterday.

have/get + object + past participle

The customer arranges the service; the mechanic does the repair.

Get is less formal here: I got my bike repaired.

Change the time by changing have/get, not the participle:

I get my bike repaired at this shop.

I got my bike repaired yesterday.

I am having my bike repaired now.

I will have my bike repaired tomorrow.

3. Complete the service message

a. Yesterday, a decorator painted our office. We had our office _____.

b. A technician is repairing my laptop now. I am having my laptop _____.

c. Tomorrow, a hairdresser will cut her hair. She will have her hair _____.

d. Every spring, a gardener trims their hedge. They get their hedge _____.

4. Change the message

A mechanic repaired my bike yesterday. Start: I got ...

A cleaner will clean our windows tomorrow. Start: We will have ...

5. Ask a partner

What do you do yourself? What do you have done? When did you last have it done?

Explain your choice. You may use a fictional example. A longer accurate explanation is welcome.

Do it, buy it, have it made?

About 25-30 minutes with the private cards on pages 8-9

1. Three different arrangements

1. I made a cake. 2. I bought a ready-made cake.
3. I had a cake made.

A: A baker made a cake to my order.

B: I chose a finished cake already on the shop shelf.

C: I mixed the ingredients and baked the cake.

Match: 1 ____ 2 ____ 3 ____

2. Can we get a cake in time?

It is Friday morning. You need a cake for a retirement party.

A: use the private organiser card on page 8.

B: use the private supplier-information card on page 9.

Keep the cards separate. Ask and answer; do not show your page.

Find out the number of guests, budget, deadline and practical options. Agree a plan that fits every limit. Say who will do the work, the total cost and when the cake will be ready. Your partner checks the plan.

Useful language

How many people is it for? / How much can we spend?

When do we need it? / How long would it take?

We could make it ourselves / buy ... / have ... made.

That would cost ... / It would be ready at ...

So we will ... Is that right?

3. Feedback, a change, another attempt

Explain your plan. Ask your teacher for the update. Check which options still work and agree a new plan. Use one useful phrase from feedback. Then choose a few conversation questions on your private card.

4. Optional homework: make the worker clear

- a. A tailor shortened my trousers. I had my trousers _____.
- b. I baked the bread myself. Did I have it baked? _____
- c. Someone will print our invitations to order. We will get our invitations _____.
- d. Correct: I had repaired my bike by a mechanic yesterday.

A conversation everyone can enter

Learner prompt sheet | Suggested A2-B2 | 10-15 minutes

The usual conversation starter may be away. Choose a manageable contribution and give your partner a reason to listen. Use invented experiences if you prefer.

1. Choose one opening

A small success this week | Something I learned | A place I would recommend

My choice: _____

Three useful words: _____

2. Prepare a short contribution

Model: I tried a new walking route on Saturday. It was quiet and easy to follow. I would recommend it to someone who wants a short walk.

My first sentence: _____

3. Exchange and ask

Partner A speaks for about 30 seconds. Partner B listens and asks one question. Swap. You can use:

Where was it? / What happened next? / Why did you choose it? / Could you explain ...?

A detail I heard: _____

My follow-up question: _____

4. Bring one point to the group

Share your own point or, with your partner's agreement, one detail from their story. Invite another contribution: Did anyone have a similar experience? / What would you recommend?

Teacher observation

Give quiet preparation time and model a follow-up. Notice who initiates, who responds and which support helps. Vary pairs when appropriate. Do not appoint a learner to carry the whole conversation or remove someone just to test their influence.

Online: show the three openings in chat; use short pair rooms if available. In a one-to-one lesson, the teacher takes the listener role. A brief turn is a starting point, not a permanent speaking limit.

Rehearse two versions of a question

Teacher practice sheet | 15-minute rehearsal

Gav and Em demonstrate one topic at two levels. This original rehearsal changes language load and follow-up depth as well as pace. Suggested levels are starting points, not speed rules.

1. Begin with the same topic

A2 starting prompt: What did you do last night?

Possible answer: I played badminton with a friend.

Short follow-ups: Where did you play? / Did you win?

If a word blocks meaning: A sports hall? You played in a sports hall.

B2 extension: How would you explain the game to someone who has never played?

Useful follow-ups: What counts as a point? / Could you explain that term? / What are players allowed to do?

Ask genuinely; do not pretend to know nothing just to make the learner explain.

2. Choose support from the response

a. The learner says Could you repeat the last part?

b. The learner understands but is still assembling the answer.

c. The learner gives a detailed answer, but one technical word is unclear.

What would you change in each case?

3. Try it with a colleague

One person teaches; one plays a learner. Use a hobby you actually understand or an invented hobby with clearly stated rules. Try the shorter exchange, then the explanation task. Swap roles. Observe where the question, vocabulary or pace made responding easier or harder.

One prompt I shortened: _____

One pause I allowed: _____

One useful follow-up: _____

4. Check the intended meaning before correction

A learner says very exhausted but clarifies that they mean very tired. Offer very tired rather than automatically making the message stronger. Keep one useful correction, then let the message continue.

Ask learners what needed repetition or more time. Keep natural phrases; do not permanently separate every word. No single speaking speed suits every person at a stated level.

Which name would you like me to use?

Teacher scenario practice | 10-15 minutes

A register can contain more than one name. Practise a short, respectful clarification that leaves the learner in charge of how they are addressed.

1. Respond to the situation

A: The register says Alexandra; the learner introduces herself as Alex. What name do you use?

B: The register gives two names; the learner has not introduced themselves. What can you ask?

C: You are unsure how to pronounce the name the learner has chosen. How can you check without asking them to explain their background?

D: You used an older name by mistake. What is a brief repair?

2. Rehearse a short exchange

Teacher: Which name would you like me to use?

Learner: Alex, please.

Teacher: Thanks, Alex.

Then move on to the lesson. The learner does not owe the class a history of their names.

Change the scenario. The learner chooses a different name or corrects its pronunciation. A colleague plays the learner; keep the reply brief and use the choice again naturally.

3. Keep a useful record

Preferred classroom name: _____

Pronunciation cue, only if useful: _____

Administrative record to check separately, if needed: _____

4. Notice the boundary

Peer usage and an email address are clues, not a replacement for the person's answer. Ask quietly when a public clarification could draw unwanted attention. Confirm official paperwork separately when the school requires it.

These are invented practice scenarios. In the episode, Em favours using the introduction or asking the preference; Gav considers continuity with the group. Avoid assuming that either name is automatically easier or more appropriate.

From small talk to useful language

Learner task | Suggested B1-B2 | 15-20 minutes

Explain a hobby, game or familiar work routine to a listener who needs enough detail to take part. Choose something safe and ordinary; do not give technical repair instructions.

1. Set a real listening purpose

Choose: explain a simple game / describe a club activity / explain an ordinary office routine.

My topic: _____

What the newcomer needs to know: _____

2. Prepare three useful points

What people need: _____

What they must or have to do: _____

What they must not do, or may choose to do: _____

Invented game model: You need three picture cards. You have to describe one without naming it. Your partner can ask questions. You must not show the card. You do not have to use every detail.

3. Explain, then clarify

Explain to your partner. The listener asks about a missing step or unclear word, then summarises what they would do first. Use: Could you explain ...? / What happens if ...? / So first I ..., is that right?

A question my listener asked: _____

A phrase I needed: _____

4. Keep the meaning clear

You must not show the card: showing it is prohibited.

You do not have to use every detail: using every detail is not necessary.

Write one rule and one optional action for your own task.

Explain once more using one useful phrase from feedback. Aim for a clearer message, not a longer speech.

You can use a different structure if it expresses your meaning accurately.

Select a useful activity

The pack contains distinct tasks. Do not teach every page in one lesson.

P1-P2: services and a cake decision | about 40-50 min

Share pages 1-2; give A only page 8 and B only page 9. Keep this page private. Use 10-15 minutes for P1, 3 for P2 matching/model, 10 for the first decision, 3 for feedback, 5 for the update and 5-10 for conversation or a fresh check. Online: send role pages privately. One-to-one: take B and reveal facts only when asked. Short route: P1 meaning/model, then the decision and feedback.

P1 key: A Jo; B the mechanic. Pat arranges the service. Gaps: painted, repaired, cut, trimmed. Rewrites: I got my bike repaired yesterday. We will have our windows cleaned tomorrow. Accept accurate have/get alternatives. The scope is arranged services, not every use of have/get something done.

P2 matching: 1 C, 2 B, 3 A. First plan: buy two ready-made cakes: £40, 16 portions, 15 minutes to collect. Making takes too long; the commissioned cake is ready after the 16:00 deadline. Buying a shelf cake is not commissioning it.

UPDATE - give only after the first plan: The shop now has only ONE ready-made cake left. The baker can make a 12-portion cake to order for £40, ready at 15:00.

Collection takes 15 minutes in total for either option. The organiser can now spare 30 minutes.

New plan: have the cake made; collect at 15:00, ready for 16:00. One shelf cake feeds only eight. Making still takes two hours.

Fresh independent check: a club needs 20 invitations for tomorrow. You can design and print them yourself tonight, buy 20 blank cards and write them, or have them printed to order by noon. Ask learners to choose and explain who does each job. There is no single best choice. Reduce support, give one repair, then ask for a different choice.

Homework: a shortened; b No; c printed; d I had my bike repaired by a mechanic yesterday. Accept got. Observe meaning, object + participle, relevant questions and an agreed workable plan separately.

P3-P6: keep each activity focused

P3: quiet preparation, model, pair talk and group invitation. Observe actual contributions. Do not assign one learner responsibility for everyone.

P4: a repeat/rephrase the last part; b allow thinking time; c ask for clarification or an example. Rehearse one change and ask what helped.

P5: A use Alex; B ask their preference; C ask them to repeat their chosen name; D thank them briefly and use the corrected name. Other respectful wording is valid.

P6: plan, explain, clarify, receive feedback and retry. Listener summarises the first step. Must not = prohibited; do not have to = not necessary.

Optional fictional answers are welcome. No recording required. Editorial checks do not establish classroom effectiveness. Source discussion: How to English S05E19; these tasks are original adaptations.

A cake before four

Share your facts by speaking. Keep this page private.

It is Friday morning.

The party starts at 16:00 today.

There are 12 guests. Everyone needs a portion.

Your total budget is £40.

You have only 20 minutes free to make or collect a cake.

You can bake, but you do not know the preparation time or prices.

You can collect a cake whenever it is ready before the party, provided the trip fits your available time.

Ask B about the options

Find out: making time and ingredient cost; ready-made cake portions, stock, cost and collection time; a cake made to order, its portions, price and ready time. Share your limits. Check the plan together.

Help if needed: How long would it take? / How many does it serve?

How much is it? / When would it be ready?

We cannot ... because ... / We could ... / So we will ...

Keep talking: choose a few

1. What is one job you enjoy doing yourself?
2. When would you pay someone to repair something?
3. Would you make a present, buy one or have one made? Why?
4. Tell us about a time a practical plan went wrong.
5. Which matters most here: time, money or a personal touch?
6. What would you ask before having a poster designed?

Follow an answer: What happened next? / Why that choice?

Who did the work? / Would you do the same again?

Three ways to get a cake

Share facts by speaking. You do not know the organiser's limits.

MAKE IT YOURSELF

Ingredients: £12. Makes 12 portions.

Total preparation and baking time: 2 hours.

BUY READY-MADE

£20 per cake. Each serves 8 people. TWO in stock.

Collecting one or two takes 15 minutes in total.

HAVE IT MADE TO ORDER

£35 for 12 portions. Ready at 17:00 today.

Collection takes 15 minutes in total.

Find out what A needs

Ask about guest numbers, budget, deadline and available time. Explain the options. Agree a plan that fits every limit. Do not invent extra money, extra time, delivery or extra stock. Your teacher will supply any change.

Help if needed: How many people is it for? / What is the budget?

When do you need it? / How much time have you got?

We could buy ... / You could have ... made. / That would cost ...

Keep talking: choose a few

1. What is one job you prefer having done for you?
2. When is a ready-made item the best choice?
3. What would you like to learn to make or repair?
4. Tell us about a service you were pleased with, or invent one.
5. What would make a made-to-order item worth the price?
6. What would you do if an ordered item arrived late?

Follow an answer: Could you give an example? / Why?

What did you ask for? / What would you change?