

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.

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 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.