

Listen, ask and make a connection

A2-B1 | Pairs or small groups | About 15 minutes

1. Hear how one detail leads to a question

A: I tried a pottery class last week. I made a bowl, but it fell apart.

B: What happened to it?

A: I used too much water. The teacher helped me start again.

B: Would you go again?

A: Yes. It was funny, and I want to make a bowl that stays in one piece!

Which detail led to B's first question? How did A feel about trying again?

2. Prepare a short story

Choose something you tried, a place you recommend or something you learned. Use a real or invented experience. You can retell the model or use the idea below and invent details.

Another invented idea: At a story circle, you felt nervous. Someone asked a friendly question, and you finished your story.

My topic / two useful words: _____

3. Talk and listen

A tells the story. B asks about a detail, listens and asks another useful question. Then swap. Connect your response to what you heard.

Ask: What happened next? / What made it difficult?

Why would you recommend it? / Could you explain that part?

Connect: I had a similar experience ... / Mine was different because ...
I'd like to try that because ...

Check: So, you ...? Have I understood?

4. Choose one point to share

Check a detail with your partner. Ask before sharing it, then say why it interested you. You may keep the story private.

A detail I understood: _____

A phrase I want to use again: _____

After feedback, try the new situation from your teacher.

Describe it, then guess

A2-B1 | Keep your page hidden | About 15-20 minutes

1. Try a practice clue

Practice word: cold. "I need gloves. There is ice on the water."

Describe a situation without saying the word. Your partner guesses and says which detail helped.

2. Take turns with your own cards

A starts. Choose any card on your page. Make a new clue without saying the bold word or showing the page. Your partner can ask a question. Confirm the word, then swap. Each person describes all three cards.

BIG

A bag holds all your books and your coat.

WIDE

An imaginary path has space for four people side by side.

DEEP

A container extends a long way from its opening down to its bottom.

3. Explain a clue, then use the word

After a guess, say what helped you. Use the adjective in a new sentence. If a different word also fits, explain why. You can use notes and take thinking time; a timer is optional.

A new sentence: _____

A clue we improved: _____

After feedback, your teacher will give you new descriptions and a choice to explain. You can ask for help with a word.

Describe it, then guess

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1. Try a practice clue

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SMALL

A box fits in the palm of your hand.

NARROW

An imaginary passage has room for only one person at a time.

LOW

A shelf is close to the floor.

3. Explain a clue, then use the word

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A new sentence: _____

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Is it worth trying?

B1-B2 | Reasons, time and effort | About 15-20 minutes

Mia: The photography walk is free, but it takes an hour to get there.

Jo: Is it worth travelling for an hour?

Mia: For me, yes. I want to practise taking photos outdoors.

Jo: I'd prefer something nearby. I don't think it's worth the journey.

1. Check the meaning and form

Do Mia and Jo value the journey in the same way? Why?

After worth, is travelling an -ing form or a to-form?

An action: Is it worth trying? Use **worth + -ing**.

A thing or effort: It is worth the effort.

Refer back: It took an hour, but it was worth it.

2. Complete, then explain one answer

- Is it worth _____ the museum? (visit)
- It is not worth _____ about this small difference. (argue)
- Was the class worth the _____? (effort)
- The journey took an hour, but it was worth _____. (it)

3. Choose something for Kai

Kai wants English practice today. Kai has **45 minutes in total and up to £5**. Travel time is included. Discuss whether either activity is worth trying; you may choose neither, with a reason.

Option	Time and cost
Local chat club	30-minute meeting; 15 minutes' travel each way; free.
Online chat	20-minute meeting; no travel; £5.

A asks a question with worth. B answers with a reason. A asks about a detail. Then swap and give your own view. Check the times and costs before deciding.

Our view and reason: _____

One question we asked: _____

After feedback, your teacher will change Kai's time and budget. Ask and answer again with the new facts.

Choose an activity together

B1-B2 | Pairs | About 15-20 minutes

Plan a **30-minute activity for eight adults** meeting for the first time. It must be **indoors**, using only ordinary paper and pens. Choose or combine the options. You are planning; you do not need to run the activities now.

Option	What people would do
A. Share a story	Tell a short real or invented story in pairs. The listener asks questions.
B. Describe and guess	Write familiar words on paper cards. Describe a word for a partner to guess.
C. Make a mini quiz	Pairs write a few questions for another pair, then check the answers.

1. Prepare a preference

My option: _____ My reason: _____

One possible difficulty: _____

2. Listen before deciding

A explains a preference. B asks a relevant question and checks the reason. Swap. Then agree an option and one change to make it work. You can record a remaining disagreement.

Ask: Why would that suit the group? How long would that take?

Check: So your main reason is ...? Have I understood?

Respond: I agree about ..., but ... / Could we adapt it by ...?

3. Check and report the plan

How will eight people join in? How will it finish in 30 minutes? What might be difficult, and what will you do? Check the report with your partner; each person reports one part.

We choose _____ because _____

A difficulty and our change: _____

Our 30-minute plan: _____

An idea from my partner we considered: _____

After feedback, your teacher will give you a changed situation. Make a new plan and respond to your partner's question.

Choose one useful activity

S05E20 | A selectable pack, not one long lesson | No recording needed

Original adaptations inspired by the episode. All supplied stories, club facts and outcomes are invented. Keep teacher pages 6-9. Share only the student page needed; send adjective pages A/B separately. No publisher pictures, external research or recording are required.

Choose	Student pages / suggested starting point
Conversation	1: A2-B1, about 15 minutes. B2 can follow a less predictable account.
Adjective clues	2-3: A2-B1, 15-20 minutes. Give A and B only their own page.
Worth	4: B1-B2, 15-20 minutes. Meaning, form and a practical choice.
Pair decision	5: B1-B2, 15-20 minutes. Listen, agree, report and adapt.

A ten-minute teacher review: where did talk stop?

Record what happened before interpreting it. A quiet thinking pause differs from repeated closure. Gav accepts a learner's feedback; Em asks whether the teacher's intended direction may be part of the difficulty. Try a change and observe it rather than claim a guaranteed cure.

Exchange: opening question / learner contribution / my reply / next turn:

Possible explanation: prompt too broad / reply closed the turn / no shared topic / no listener role / topic redirected too soon / other.

Evidence: _____

Invented example: A learner mentioned a new hobby. I said Great and moved to the next person's weekend. Next time, I will ask what made the hobby interesting, then invite a relevant question from a classmate.

My small change and learning purpose:

Review: Did someone build on an idea? What did learners communicate or clarify? Whose topic was included? What help was needed?

Next check: _____

Acknowledge specific learner feedback, ask what would help and review an appropriate change. A livelier exchange alone does not establish language improvement. Classroom timing and effectiveness remain untested.

Support the reply, then try again

Student pages 1-3 | Online and one-to-one routes included

Conversation: about 15 minutes

0-4: read the model, check meaning and prepare. B follows the bowl falling apart; A is amused and willing to return. **4-9:** exchange accounts and roles; ask about each latest answer. **9-11:** share a detail with permission and give one useful repair. **11-15:** try a new account or the case below. Check a relevant question, a response and an accurately checked detail. Accept invented accounts or a pass.

Fresh case after feedback: send the speaker only: Ravi tried a free map-making session at a library. He drew the park upside down. Another person helped, and he wants to return.

Extra facts if asked: Saturday afternoon; friend Mara helped; blue pencil; he began at the wrong edge of the paper. The listener asks about what they hear, then checks one detail. Switch roles with a new invented account or retell from Mara's view. Facts can be invented consistently; no personal claim is needed.

At A2, allow notes and the question bank. For more challenge, hide stems initially and follow an unexpected detail. Do not force a connection when it would be false or unwelcome. Online, use pairs with clear return/help instructions. One-to-one, take the other speaker role and leave thinking time.

Adjective game: about 15-20 minutes

First 4: check six familiar meanings with objects or simple sketches; demonstrate cold, which is outside the target set. **Next 6:** A/B choose cards in any order and alternate clues. **Next 2:** review a confusing clue and model a useful contrast. **Last 3-8:** use the fresh task below. Start untimed; an optional agreed timer is a game rule, not a level measure.

Possible clues: big, room for many things; small, fits in one hand; wide/narrow, much/little space side to side; deep, a long way down from opening to bottom; low, close to the floor. Distinguish size, width, depth and position. Several adjectives can fit an object; explain the target rather than reject a fitting alternative.

Fresh task after feedback: show these descriptions of two fictional storage boxes: X holds a coat and books; its bottom is a long way below the opening. Y fits in one hand and holds a few keys. Ask which can carry a coat, and why. Add a path for four people side by side, a passage for one and a shelf near the floor. Learners explain an adjective and make a new clue. Likely targets: X big/deep, Y small, path wide, passage narrow, shelf low. These are descriptions, not universal size boundaries.

Online, send A/B privately; audio-only, use words. One-to-one, alternate roles. Check explanations and new clues, not just guesses. Original cards; no vocabulary-book images reproduced.

Praise clearly and teach one form

Student page 4 | Keep teacher rehearsal separate from learner work

Choose a response at a natural pause

- A.** A learner is explaining clearly and still speaking. Would you interrupt, nod or note something for later? A brief nod or later note can preserve fluency; clarify if meaning breaks down.
- B.** A learner uses overarching appropriately for an overall aim. Possible praise: Overarching fits here because you mean the overall aim.
- C.** A learner says It is not worth to wait. Possible response: Worth is a useful choice. Here, use worth waiting. Separate a successful word choice from its form.

Gav values encouragement that preserves talk; Em wants learners to know what worked. Written progress notes are an option, not Em's established after-every-lesson routine.

Worth: a 15-20-minute route and key

First 5: read the model and check value versus cost/time; Mia values the trip, Jo does not. Travelling is an -ing form. **Next 3:** complete and explain the four items. **Next 4-5:** partners discuss Kai, ask a worth question and follow an answer. **Last 3-7:** give a useful repair, reveal the changed facts below and repeat the exchange with less help if ready.

Gaps: a visiting; b arguing; c effort; d it.

Core patterns: be worth + -ing for an action; worth + noun phrase; worth it referring back to an action/effort/cost. In this pattern use worth waiting, not worth to wait. Worthwhile has other patterns; do not generalise this one to every related word.

Kai initially: local club takes $15 + 30 + 15 = 60$ minutes, exceeding 45. Online chat fits at 20 minutes/£5. Example: It is worth trying the online chat because Kai can finish in time. Neither is valid with a coherent reason. Value is a judgement; keep the supplied facts.

Fresh facts after feedback: Kai now has **90 minutes but no money to spend**. The same options are offered. The local club fits at 60 minutes/free; the online chat exceeds the budget. Partners ask and answer a new worth question, explain their view and respond to a follow-up. Neither remains possible with a coherent reason. Check the form and the meaning, not agreement with our preference.

Record evidence, not a flattering claim

One phrase actually used: _____

What it communicated / help used: _____

Next step or later fresh use: _____

Online, reveal the change in chat after feedback. One-to-one, offer another view. Reference: Cambridge English Grammar Today, Worth or worthwhile? Classroom timing and retention remain untested.

Make listening change the plan

Student page 5 | B1-B2 | About 15-20 minutes

Run a short decision, report and fresh attempt

0-2: read the brief; check eight adults, indoors, paper/pens, 30 minutes. Explain that learners plan rather than perform the proposed activities.

2-4: prepare privately.

4-8: partners exchange reasons, ask/check and agree an adaptation.

8-10: each reports a part, checked with the partner.

10-12: give selective feedback on one useful question, response or report.

12-15/20: reveal the changed brief below. Partners make a new plan, ask a question and report what changed. Extend for more preparation or a larger group.

Possible answers, not a winning option

Story sharing: use four pairs, allow invented stories and a pass; plan 5 minutes' preparation, 10 to exchange, 10 for chosen reports and 5 to close.

Guessing: choose familiar words, give one model, use four pairs and time for a new clue after feedback.

Quiz: keep it to a few questions per pair; reserve time to exchange and check answers. All can work if the plan respects the brief. A combination needs a realistic time plan; more activities are not automatically better.

Fresh brief after feedback: the group now has only **10 minutes**. One participant does not want to share personal stories; invented accounts and non-personal activities are welcome. Keep eight adults, indoors and paper/pens.

Ask partners to choose or revise the activity, explain the change and respond to a question. A possible plan: 1 minute to model a familiar-word clue, 2 to prepare, 5 in four guessing pairs, 2 to close. A brief fictional-story or mini-quiz plan can also work. Do not treat one learner's preference as a label for the whole group.

Check a contribution from each learner

Look for: a reason linked to the brief; a relevant question or response; an accurately checked partner reason; a workable reported plan. Note **independent / with support / next time** and an actual example. A group report alone does not show every member can do it.

Learner/example/support: _____

One next teaching step: _____

Online: check the purpose, private planning, visible outcome, help route and return time before using pair rooms. Return for reports and feedback. **One-to-one:** supply a different preference and ask a real question. In class, seated pairs work too. Learners need not become friends or enjoy every personal topic; the purpose is respectful, useful interaction.

Adapt timings to the group. Classroom effectiveness remains untested.