

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.