

Your next English goal

A2-B1 · Adults and teens · Choose a conversation you want to practise

1a. Which conversations would be useful for you? Choose one, or suggest another.



A. Talk when I travel



B. Explain something at work



C. Keep in touch with people



D. Give a short presentation

Useful language

I want to + verb: I want to explain my work to a new colleague.

I can already + verb: I can already describe my job.

I need to + verb: I need to ask and answer questions.

You can also choose to keep using the English you already know.

1b. Make a simple plan.

I want to _____ because _____.

I will speak to _____.

I can already _____. I need help with _____.

1c. Practise the conversation.

Tell your partner who to be: a receptionist, a colleague or a friend. Explain what you want to practise. Have the conversation, then swap roles.

Afterwards, ask: What was clear? What could I say more clearly?

Try the conversation again using one suggestion.

1d. Talk about your next step.

What can you do now? What would you like to practise next?

Agree with your teacher when to try the conversation again.

Optional homework - use your notebook

Write three useful sentences for your chosen conversation. Practise saying them.

Next lesson, use them with a partner and ask one follow-up question.

Finish the phrase

B1-B2 · Adults and teens · Learn common expressions and use them in context

2a. Look at the photos and read the clues. What is happening?



A. After a difficult trip, they arrived unhurt.



B. The walk goes ahead in any weather.



C. Different small things left in a drawer.



D. A calm place with no noise or interruptions.

Some words are often used together.

For example: **safe and sound** means safe and unhurt.

Learn the complete expression, including **and** or **or**. Then use it in a sentence.

2b. Complete the expressions. Use each word once.

Word bank: sound · forth · shine · ends · choose · error · quiet · downs

a. safe and _____

b. back and _____

c. rain or _____

d. odds and _____

e. pick and _____

f. trial and _____

g. peace and _____

h. ups and _____

2c. Match photos A-D to four expressions. Explain the clue you used.

2d. Guess my expression.

Choose an expression. Describe a new situation without saying the expression.

Your partner guesses, then uses it in a sentence. Swap roles.

Earn one shared point for a suitable guess and one for a clear sentence.

2e. Where do you go for peace and quiet? What have you learned by trial and error?

Optional homework - use your notebook

Write a short message using two expressions. Underline them.

Next lesson, explain why each expression fits your message.

End lessons clearly

Teacher tool 1 · Practise a clear ending and decide when to change an activity

A learner starts a long question as the lesson ends. Your next class starts straight after this one. What could you say?

PRACTICE CONVERSATION | End of an online lesson

Learner: I have another question about the homework.

Teacher: That is a useful question. I need to finish now. Let's look at it at the start of our next lesson. Before we go, what will you practise this week?

1. Practise with a colleague. Change the learner's question and agree a realistic next step. Then swap roles. Use a follow-up route you can actually offer.

My closing sentence: _____

My question before we finish: _____

How we will follow up: _____

2. Keep the activity or change it?

For each case, decide what you would do next. Explain the evidence you used.

A Every pair is still exchanging new information. You also need to review useful language before the lesson ends.

B Most learners have finished. Two pairs are repeating the same answer because they do not know what to do next.

C One learner is speaking enthusiastically. Three others have hardly contributed.

3. Plan a useful ending: finish the task, review one useful phrase, then agree what comes next. Choose the stage from what learners need, not a fixed time limit.

Explain a fee change

Teacher tool 2 · Prepare a clear message using your own lesson arrangements

1. Read the fictional example. Can the learner find the new fee, the start date, what is included and what happens to lessons already paid for?

EMAIL | Lesson fee update | Fictional example

Hi Samira,

I am writing to let you know that the fee for an individual online lesson will be **£32 from 1 January**. This includes preparation and brief written feedback. Lessons you have already paid for will stay at the old fee.

Please let me know if you would like to discuss your lesson arrangement.

Best wishes,
Daniel

2. Prepare your own message. Use details that match your actual arrangements.

Lesson type: _____ New fee: _____

Applies from: _____ What is included: _____

Existing bookings or payments: _____

3. Practise the reply.

A learner asks: "Could I keep paying the old fee?" A colleague plays the learner. Explain your decision calmly. Offer another arrangement only if you actually offer it. Swap roles, then improve one sentence in your message.

Keep a payment reminder separate.

A quick reminder that invoice [number] for [lessons] was due on [date].
Could you confirm when payment will be made? Thank you.
Check the invoice details before using this message.

4. Discuss: What makes a fee message easy to understand? Which question might a learner ask? Check your draft answers that question clearly.

Teacher notes & answers

S05E21 · Two student activities and two teacher tools

Choose the right resource

Student page 1: goals, suggested A2-B1. Student page 2: common expressions, suggested B1-B2 with support. Teacher pages 1-2 are professional planning tools; do not give them out as general learner worksheets. These notes are teacher page 3. There is no required full-pack sequence.

Student page 1: your next English goal

Elicit what learners want to do before reading the language box. Let them choose a real or fictional situation. Keeping current English active is a valid goal: choose a familiar topic and continue the conversation with follow-up questions. Model want to + base verb, can + base verb and need to + base verb. For 1b, accept any meaningful plan. In 1c, ask the learner to tell their partner who to play and what they want to practise; supply a starter if needed. Example: learner asks to book a hotel room; partner is the receptionist. Listen for an understandable message and a relevant response. Repeat after one useful suggestion. Homework: check that the three sentences fit the chosen conversation.

Student page 2: phrase answers and meanings

2b: a sound; b forth; c shine; d ends; e choose; f error; g quiet; h downs. 2c: A safe and sound; B rain or shine; C odds and ends; D peace and quiet. Use the written photo clues to establish the intended context; the image alone does not prove what happened. Meanings: safe and sound - safe and unharmed; back and forth - in one direction, then the opposite; rain or shine - whatever the weather; odds and ends - various small miscellaneous things; pick and choose - choose only what you want; trial and error - try methods and learn from mistakes; peace and quiet - calm with little disturbance; ups and downs - good and difficult periods.

Run the expression game and final speaking

Clarify the expressions before the game, using short examples. Model: "I tried three ways to fix it and learned from the mistakes." Partner: "Trial and error. I learned to cook by trial and error." Award shared points for a suitable guess and a meaningful sentence. Accept a justified alternative when a clue is ambiguous. Follow final answers with questions such as What happened? or Can you give an example? Homework is open: accept accurate messages. Example: "We arrived safe and sound. Now I need some peace and quiet."

Teacher tools: suggested discussion points

For the ending, acknowledge the question, state the boundary and agree a realistic follow-up. Do not promise an immediate reply unless you offer that service. Activity cases: A may continue briefly, followed by language review and a clear close; B needs a purposeful extension or a change; C needs a participation change, such as pairs or assigned roles. Other decisions can work when justified. A fixed number of minutes is not evidence that an activity must stop. For fees, check that the message states the lesson type, amount, start date, inclusions and how existing payments are handled. The amounts and arrangements in the sample are fictional; use your own actual details. No price is recommended.

One-to-one, online and different levels

One-to-one: teacher takes the partner role. With 2-6 learners, use pairs; for odd numbers, use one trio and rotate speaker, partner and listener. Online, share only the relevant student page. Support: use four expressions first and keep the word bank visible. Extension: cover the word bank, require a new context, or discuss a different possible answer to a clue. There is no need to race or use a timer.

Quality and references

These are original activities inspired by S05E21. Content and layout have been checked; classroom effectiveness has not yet been tested. Phrase meanings were checked against Cambridge Dictionary entries for safe and sound, back and forth, odds and ends, trial and error, peace, and the Cambridge choosing-things vocabulary guide.