

Who are you working with?

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

A: Who are you talking to?

B: I am talking to Jo about music.

A: What are you talking about?

B: A concert next week.

1. Put the words in order

a. you / who / with / working / are / ?

b. talking / what / about / you / are / ?

c. for / these posters / are / what / ?

2. Read your project notes

You are organising a repair cafe.

You are talking to **Lee** about **the tools**.

You are working with **a local club**.

Your posters are for **Saturday's repair event**.

3. Ask about your partner's project

First, tell each other the name of your project. Then ask questions.

Do not read all your notes aloud. Write a few words as you listen.

Help: Who are you talking to? / What are you talking about?

Who are you working with? / What are your posters for?

Partner's project: _____

Talking to: _____ About: _____

Working with: _____

Posters for: _____

4. Introduce the project

Use your notes to tell another person about your partner's project.

Your partner checks: Is everything right? Improve one question together. Then try a new project.

A question can end in to, with, about or for. This is normal English.

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a. you / who / with / working / are / ?

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c. for / these posters / are / what / ?

2. Read your project notes

You are organising a book swap.

You are talking to **Rosa** about **donations**.

You are working with **the library**.

Your posters are for **a neighbourhood open day**.

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First, tell each other the name of your project. Then ask questions.

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Choose useful lesson work

A2-B2, with support | About 15 minutes with your teacher

Choose a useful situation. Ask your teacher for ideas if needed.

1. Choose a situation

- A. Explain a project and answer questions.
- B. Take part in a phone call and check details.
- C. Join a meeting and ask when you do not understand.
- D. Another situation, or: Please suggest something for me.

My choice: _____ Why? _____

2. Choose a topic

Suggest up to three topics from your interests, work or everyday life. You can ask for choices or invent examples.

1. _____ 2. _____ 3. _____

Example: I enjoy TV series. I want to explain a character's decision and ask someone what they think.

Help: I need English for ... / I find ... difficult.
I would like to explain ... / Could you suggest ...?

3. Connect your topic to a task

My topic: _____

Something I want to explain, ask or understand:

4. Agree a first try

Ask your teacher for two possible tasks and what each will help you do. Choose one together.

Suggestion 1: _____

Suggestion 2: _____

We will try: _____

When: _____

5. Tell your teacher what helped

After the task, say what felt useful and what needed more help.

Our next step: _____

You can join in and learn even when you do not bring a topic in advance.

What has been happening?

B1-B2 | About 20-25 minutes | Explain the clues

- A:** There is paint on your sleeve. What have you been doing?
B: I have been painting the kitchen.
A: Have you finished?
B: Not yet. I still need to paint the door.

1. Match the clues and activities

- a. Muddy shoes b. Flour on a sleeve
c. Wet hair d. A tired face
1. I have been swimming. 2. I have been walking in the park.
3. I have been working on a long report. 4. I have been making bread.

a ____ b ____ c ____ d ____

Compare answers. Explain why they fit. Other stories may also fit.

2. Complete the activity phrases

- a. She _____ (paint) the kitchen.
b. They _____ (practise) their presentation.
c. I _____ (run), so I need some water.

Activity: I have been writing the report. That is why I look tired.**Finished result:** I have written the report. It is ready to send.**Build the activity phrase:** have/has + been + verb-ing.

The activity may have stopped or may continue.

3. Compare the messages

Which report is definitely ready to send? Does the other sentence tell us whether the report is finished?

4. Make a small mystery

Choose a clue: **glitter on a notebook** / **three cups on a desk**.

Secretly invent what happened. Your partner asks what you have been doing and one more question. Explain, then swap roles.

Help: Have you finished? / How long ...? / What are you making?

After feedback, try the new clues. Choose a form that fits your meaning.

Change the lesson time

Supported A2-B1 | About 20 minutes | Read, improve and reply

This is an invented message. Alex needs to change a lesson time.

Hi Sam,

i cannot attend on Thursday. Could we change the time?

I look forward to hear from you.

Best wishes,

Alex

1. Make two small changes

Check the first letter and the words after look forward to.

I look forward to hearing from you.

After look forward to, use a noun or a verb ending in -ing.

I look forward to the meeting. / I look forward to meeting you.

- a. We look forward to _____ (see) you.
- b. I am looking forward to _____ (discuss) the plan.
- c. They look forward to _____ (the visit).

2. Write the two corrected sentences

Keep the same request.

3. Reply as Sam

Sam is free: Tuesday at 10:00 or Friday at 15:00.

Alex is free: Friday at 15:00 only.

Thank Alex. Suggest a time that works for both. Ask Alex to confirm.

Help: Thanks for letting me know. / Would ... work for you?

Please confirm ... / I look forward to ...

Check the time and request. Improve one sentence, then try the new message.

Which animal is the verb?

B1-B2 | About 15-20 minutes | Use fictional people in your scenes

Animal names can be verbs. Choose the expression that fits.

Use: **fish** / **duck** / **wolf** / **parrot** / **badger** / **squirrel**. Change the form if needed.

1. Read the clues. Complete the sentences.

a. Jo says her painting is terrible because she wants praise.

She is _____ for compliments.

b. A ball is flying towards your head. You need to _____.

c. Please eat more slowly. Do not _____ your lunch down.

d. Pat repeats words without understanding them.

Pat tends to _____ them.

e. Lee keeps asking again and again after getting an answer.

Lee is _____ the organiser.

f. Kim saves small useful things for later.

Kim likes to _____ them away.

2. Explain without the animal word

Choose two expressions. Explain them without naming an animal.

Your partner guesses and says which clue helped.

Start: It means ... / Is it ...? / I guessed because ...

Keep the words together:

fish for compliments / wolf something down / squirrel something away

With it: wolf **it** down / squirrel **it** away.

Say: She saved it for later → She squirrelled it away.

3. Make a short scene

Invent a two-line scene about one expression, but do not say the expression. Your partner names it and suggests a kind reply.

Example: A: My drawing is awful. B: I like the colours.

Then swap roles. Do not use the game to criticise real classmates.

Our scene: _____

After feedback, explain one of your teacher's new situations.

Check: does the meaning fit? Do the words sound kind or critical?