

A lighter way to practise

Suggested B1 | Adults and older teens | Pairs, small groups or one to one

What learners practise

Passing on the useful parts of a short text, explaining a detail in their own words and keeping the facts straight. The focus is everyday speaking; this is not an academic referencing lesson. All events and characters are fictional.

Ready to teach

Use learner pages 1–3. Keep pages 4–5 for yourself. No recording, cutting or other materials are needed. Allow 45 minutes, including the final ten-minute conversation. Only the homework is optional.

0-5 min | Predict and laugh

Show the silent-disco sign before reading the dialogue. Invite guesses about what might go wrong. Read the dialogue together. Learners can try Max's last line with different expressions.

5-10 min | Brief models, then a go

Let pairs tell the story before revealing the example. Use task 3 to distinguish a free choice from an obligation. Keep the explanation short; accept natural alternatives.

10-18 min | Explore the noticeboard

Let learners choose their own favourite first, then recommend events for Sam, Jo and Ali. Ask one practical follow-up, rather than testing every line.

18-26 min | Play four rounds

Model the deliberately wrong day once. Learners change just one fact per turn and check the correction together. They can use notes and look at the posters. This is a meaning game, not a memory test.

26-35 min | Send a useful message

Task 5: hear each learner's invitation and explanation before offering a model. The partner asks about a missing detail. Give one useful correction, then repeat with a different event or friend.

35-45 min | Follow their interests

Use a few questions or let learners invent and advertise an event. Partners choose which event to attend and ask about its arrangements. Do not work through all twelve questions as a checklist.

Online: Screen-share the posters; learners privately choose a letter for the game. **One to one:** Take turns with the teacher. **Support:** Allow three keyword notes and a spoken rehearsal. **Stretch:** Add a new listener with a different budget or schedule.

Quick check: Can the listener tell what, when and where? Is the practical advice accurate? Did the learner explain the idea naturally? Layout and answers checked; classroom trial still needed.

Answers and examples

Share examples after learners have had their own attempt.

Page 1 | Max and the sign

Max wants to sing, but the sign asks people not to. His last line jokes about the quality of his singing. Whether learners would go is open. A possible paraphrase is **You can dance as much as you want**. Having to dance all night adds an obligation that the sign does not give.

Page 2 | Recommendations

Sam: A, Terrible Portraits. Saturday morning and free; book at the library desk. Pens and paper are supplied.

Jo: C, Pet Rock Picnic. Outside, with lunch to bring; also bring a stone. It is cancelled if it rains.

Ali: D, Backwards Quiz. Inventing questions fits the interest; Sunday and a partner fit too. Book at the library desk. It costs £2 each.

Pages 2-3 | Facts to check in the game

A: Saturday, 11 am-12 noon, Green Lane Library, free; draw a partner; pens/paper supplied; book at the desk.

B: Saturday, 7-8 pm, Riverside Hall, £3; headphones supplied; no singing; no booking; pay at the door.

C: Sunday, 1-2 pm, Maple Park, free; bring a stone and lunch; name the stone; no booking; cancelled if it rains.

D: Sunday, 4-5 pm, Green Lane Library, £2 per person; invent questions from supplied answers; bring a partner; book at the desk.

Page 3 | One possible pair of messages

Invitation: Fancy drawing some wonderfully bad pictures with me? There is a free session at Green Lane Library on Saturday from eleven until twelve.

Practical explanation: The poster says we need to reserve our places at the library desk. They provide the drawing materials, so we do not need to take any.

Possible follow-up: Do we have to be good at drawing? No: the poster welcomes terrible portraits.

Keep the feedback light

Accept different natural wording. Names, times and useful fixed phrases can stay the same. A spoken summary need not list every detail; the invitation and practical explanation together should let the friend make a plan. Do not award game points for an inaccurate correction. The conversation questions have no fixed answers.

Homework: Check that the poster supplies its event, time, place, cost and what to bring, and that the invitation matches. For shared classroom notices, naming the poster is enough; academic writing requires separate teaching of source acknowledgement.