

Speaking feedback and a new plan

Suggested A2-B1 | Adults and teens | About 30 minutes

Purpose: agree a meeting that fits both people, give a reason, check a detail and confirm the exact place/time. Announce **can + base verb** as a useful suggestion focus; natural alternatives are welcome.

Prepare: cut pages 2-3 across the middle. Give each learner only their first card. Keep Sunday cards until after feedback. Online, send the separate A/B files privately. Keep pages 1, 4 and 5. All places, prices and outcomes are invented. No recording or visit needed.

The 30-minute route

Time	What to do
0-3	Set the outcome and focus. Give Saturday A/B cards; allow two minutes' private planning.
3-7	A starts. Pairs share needs and agree a plan; each writes it before comparing notes. Listen unobtrusively. Clarify if the pair cannot continue.
7-12	Share a success and up to two priorities. Check meaning, invite a repair, then teach/model if needed. Page 4 gives examples, not a compulsory error list.
12-16	Rehearse one or two useful suggestions and exact-time checks. Give fresh Sunday A/B cards; allow one minute to plan.
16-20	B starts. Repeat the purpose with new details; check needs and record the plan. Record any visible support.
20-25	Compare task success, an example of language and the help used. Ask what helped; choose a next teaching step.
25-30	Complete the private page-5 record. Set the supplied Monday check for a later lesson; do not add a third task now.

Choose feedback learners can act on

Clarify a breakdown when it blocks the task. After speaking, choose a recurring, useful and teachable focus. Confirm meaning; keep a success; save less urgent forms. If a prompt does not help, teach rather than invite repeated guessing.

Protect the speaker: change identifying details as well as names. Use invented examples with the same problem. Do not ask who said it. Keep identifying notes private; check group repairs.

Adapt: at A2, explain booking/budget and allow the phrase bank. At B1, link both people's needs in the reason. Online, compare private written plans. One-to-one, take the other role; note your prompts. A supported retry is not a general level or evidence of lasting learning.

Feedback and a later check

Invented examples | Check intended meaning before repairing

Example	Decision and useful response
Could we meet at the cafe? Do we need to book?	Keep these successes: a clear suggestion and a relevant question.
We can meeting at the cafe.	If repeated, teach the announced focus: We can meet. After can, use the base verb. Rehearse a different suggestion.
After eleven. Listener writes 12:00; speaker means 11:00.	Clarify if communication is stuck: Do you mean at eleven or later? After eleven is grammatical but later than eleven. If exactly 11:00 is intended, model at eleven and confirm.
It cost four pounds. Intended as the current price.	Costs is the present form here. The price was understood; save this if two priorities are already enough. Cost can be correct for a past price.

Rehearse a connected exchange

A: We can meet at the cafe.

B: How much is it?

A: Four pounds each. Could we meet at eleven?

B: Yes. Do we need to book?

A: No. So, the cafe at eleven on Saturday?

B: Yes. That works for me.

Name a success, model a useful repair and rehearse before the new task.

Keys, support and the supplied later check

Saturday: cafe, 11:00. Park is outdoors; neither has the library booking and bookings are closed.

Sunday: activity room, 14:00. Museum exceeds £5; park is outdoors. Check the facts before treating a wrong choice as a language error.

Invented retry evidence: both note Sunday/activity room/14:00; We can meet is used, with the phrase bank visible and one reminder to confirm. Record those supports. This is not evidence of independent later use.

Later lesson: Monday check (about 5-7 minutes)

Show both: all at 16:00: board games, £2 each, indoors, booking required; cafe chat, £6 each, indoors, no booking; park walk, free, outdoors.

Send A privately: Monday only at 16:00; indoors; you already have a board-games booking for **two**.

Send B privately: budget £4 each; you have no booking of your own.

Plan for two minutes. Repeat the speaking purpose, without the bank if ready.

Record help. **Key:** board games at 16:00 using A's booking for both. Cafe exceeds budget; park is outdoors.

What changed, and what comes next?

Reusable feedback and retry record | Use private codes

Date/group: _____ Task: _____

Outcome and announced focus: _____

1. Choose useful feedback

Changed example	Meaning/form and priority	Model / practice
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

One success to keep: _____

What we will save for another time, and why: _____

2. Note each learner's attempt and support

Look for: a workable plan and reason; a practical question/response; a suggestion; shared exact-time confirmation. Accept natural wording, including Could we ...? Do not demand can in every turn.

Private code	First attempt: example / help	Retry: example / help
_____	_____	_____
	_____	_____
	_____	_____
_____	_____	_____
	_____	_____
	_____	_____

Help: phrase bank visible / model / prompt / none observed / other.

Learners said this helped: _____

Next teaching step: _____

3. Return in a later lesson

Later-check date/task: _____

Example and support used: _____

What still needs teaching or another check? _____

Compare preparation, support and task success. A supported retry differs from later fresh use. Reuse this record for more learners. Classroom effectiveness remains untested.