Which parcel is ours?

Listen. Compare the labels. Agree on one parcel.

Our class is waiting for one parcel. Your teacher has three clues.
Listen, then compare what you heard. You can ask to hear the clues again.

PARCEL A

TO: OUR ENGLISH CLASS

FRIDAY

INSIDE: key + note

PARCEL B

TO: OUR ENGLISH CLASS

THURSDAY

INSIDE: key + note

PARCEL C

TO: OUR ENGLISH CLASS

THURSDAY

INSIDE: book + note

PARCEL D

TO: OUR ENGLISH CLASS

THURSDAY

INSIDE: key only

Three minutes together

1. Think quietly for 30 seconds. Choose a parcel.
2. A explains one clue. B checks another clue and asks a question.
3. Swap jobs. Agree an answer. Why is another parcel wrong?

Help if needed

I think it is… because… / What did you hear?
Did you hear Thursday or Friday? / Could we hear that again?

Our parcel: _____ One reason: _____

After the reveal: what helped? _____
Extra: ask your teacher to leave out one clue. Which two parcels fit now?

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Keep the key...

The parcel is open. Inside are a key and this note.

KEEP THIS KEY.

YOU WILL NEED IT TOMORROW.

Tomorrow, what does it open?
Choose: a classroom / a garden / a train, or your own place.
Make a short story. It can be ordinary, surprising or silly.

A: The next day, we opened a tiny door in the garden.

B: What was behind it?

A: A room full of balloons!

B: One balloon had our names on it.

A: How did our names get there?

B: ...

There is no correct ending. A made-up story is fine.

30 seconds

Choose a place. Think of one surprise.

90 seconds

A begins. B asks and adds a detail. Swap.

60 seconds

Agree an ending. Tell it in 2-3 sentences.

Story help: The next day... / We opened... / Inside was... / Then... / In the end...
Ask: Where was it? / Who was there? / What happened next?
Past forms: open → opened / find → found / see → saw / go → went

Our ending in keywords: _____

Need help? Keep the model; change its place, object and ending.

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Which should we do again?

Use something that actually happened in the trials as your reason.

1. Choose privately first.

I would choose: the puzzle / the key story / a different activity.

A moment that helped me learn or join in:

One change that would help:

A: I'd choose the puzzle because checking the dates made me listen carefully.

B: Did your partner help you?

A: Yes. We heard different days, so we listened again.

B: I preferred the story because your balloon idea gave me something to ask about.

A: Could we use a puzzle first, then make a short story?

B: Yes, if we have a few useful words before we start.

2. Recommend an activity together.

Both give a reason and ask a useful question. Choose one activity and one change. If you disagree, explain both preferences.

Useful phrases: I preferred… because… / What helped you?
Could we…? / I agree, but… / So our suggestion is…

Our plan + one change: _____

3. Try the new situation. Then retry.

Listen to your teacher. Both suggest, explain and ask. Try again after feedback.
Exit note: a phrase I used: _____ A topic for next time: _____
Help I used: model / partner / teacher / none

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