



Try it. Then choose.

TF1 | A2-B1 | Ages 13-16 | 45 minutes | Puzzle → story → a real choice

The goal

Learners try two activities, compare what actually happened and recommend one for a future lesson, with a reason and a useful change.

Prepare: share learner pages 2-4 in stages. Keep pages 1 and 5 for you. Read the three clues live. No recording, internet or bought props needed. Learners may pass or use fictional ideas.

A 45-minute route

0-5	Welcome	Explain: try two tasks, then help choose a future lesson. Allow thinking time and asking for help.
5-9	Set up	Share page 2 only. Check parcel, key, note, Thursday and Friday. Show how to read a label; keep the answer private.
9-12	Try the puzzle	Read the three clues on page 5. Repeat on request. Pairs explain and question clues, then check the answer.
12-15	Notice	Ask what helped, what was difficult and what each partner did.
15-18	Prepare the story	Reveal page 3. Read the note and model. Show how to change one detail.
18-21	Try the story	Each partner adds a detail and asks a question. Agree a short ending.
21-25	Prepare a choice	Share page 4. Choose privately. Prepare one reason from the trials and one useful question.
25-32	Discuss	Compare experiences. Recommend an activity and one change, or report two reasoned preferences.
32-36	Give feedback	Notice one effective exchange and repair one useful phrase you heard.
36-41	Try again	Read the newcomer situation on page 5. Observe a fresh exchange, give feedback and retry.
41-45	Close the loop	Collect exit notes. Explain how you will use suggestions. Name one observed success.

A2: allow more preparation. Short lesson: keep both trials, the decision and feedback.



Make the evidence useful.

Keep the clues and fresh situation on this page until needed.

Puzzle: read these three clues. Repeat on request.

Our parcel arrives on Thursday.

There is a key inside.

There is a note inside.

Answer: B

A arrives on Friday. C has a book, not a key. D has no note. Ask for reasoning, not just “B”.

Extra: without the day clue, A/B fit; without the key clue, B/C fit; without the note clue, B/D fit. All three clues are needed for one answer. A second reading is support, not failure.

Story: support an open ending

Model the turns. Each learner adds a detail and asks a relevant question. If inventing is difficult, keep the model and change its place, object and ending. Ask learners to name a detail their partner added and what helped them join in. Notice one useful phrase or clearer connection for feedback.

Fresh situation: read after the first decision

A new learner will join next lesson. They did not try today’s activities. Choose one activity to welcome them. Agree one change that will help them join in straight away. Explain who will do what.

Allow 30 seconds to think and two minutes to talk. Notice a suggestion, reason, useful question and checked plan: independently / with support / next time. Give one helpful repair, then one minute to retry. Possible ideas: show an example first; give three story starters. Other ideas are welcome.

Adapt without losing the reason to speak

A2: check key, note, parcel and weekdays. Keep models visible; accept a short reason and question. Learners may point first.

B1: use the missing-clue extra; ask for a concrete change and a reason.

One-to-one: be the partner; offer a different preference and leave space for questions.

Online: share one learner page at a time. Read the clues live.

Quiet groups: allow private thought, keywords and the changed-model story. No compulsory class performance.

Close the loop next lesson

Record: learner / own phrase or action / help used / next step. Tell the class how their suggestions shaped a fresh puzzle or story. This pack supplies today’s trials, not a complete second lesson. Timings are approximate; engagement and transfer need classroom evidence.