



# 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

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

# 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?

# 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.



# 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



# 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.