

Check everyone. Choose our next move.

UC1 | Teacher tool | Original suggested A2-B1 examples | Adults and teens

A few confident answers can make a room sound ready. We need something from everyone before deciding what happens next. Nodding is lovely. It is not an answer key.

Two different things to check

Instructions: do learners know what to do, who to work with and what to produce?

Meaning: do learners understand the particular idea or language? A learner can follow the task perfectly and still misunderstand the meaning.

Our short routine

Step	What we do
Choose	Pick one important uncertainty. Prepare a short question or first action and the expected answer.
Think	Give everyone quiet thinking time before anyone shares. Allow a written answer, pointing or an accessible equivalent.
Respond	Ask everyone to show an answer together, or collect individual responses. Keep an unsure option.
Look	Scan all responses in a small class. In a large class, use a collected response or a planned sweep of every row; do not claim everyone understands from a few examples.
Act	Use the decision routes below, then ask a fresh question or check a new first attempt.

Choose our next move

What we notice	Our response and recheck
Mostly correct, with clear evidence	Begin the task. Watch individual first attempts; a correct choice alone may be a guess. Ask for a brief reason or a new example.
A few different answers	Give those learners a specific model or cue, then a new check. Others start or take an extension. Avoid asking classmates to announce who was wrong.
A shared misunderstanding	Pause everyone. Clarify just the unclear step or meaning with a model or contrast. Recheck before restarting.
Many blanks or unsure answers	Check whether the question itself, reading demand or response format is the barrier. Simplify access, allow time and ask again. Silence does not tell us which meaning is missing.

Set it up without extra kit

Paper: write A, B, C or ? and show together. Small boards: one short answer, reveal together. Online: ask for an answer typed but sent only on our signal, or use an individual poll. Chat names may be visible, so offer a private route. Without a screen or printer: read the short choices aloud and let learners point to labelled options.

Check the task before it takes off

Instruction checks | Teacher script, learner first attempt and answer key

Our original pair task

Show this fictional menu: soup £4; sandwich £5; juice £2; water £1. Both learners have the same menu. Partner A is the customer; partner B takes the order. A chooses one food and one drink, orders and asks the total. B replies. Change roles and make a different order. Each learner writes the total for their own order.

Give the instruction and model

Say: In pairs, A orders one food and one drink. B answers and gives the total. Then change roles and make a different order. Write your own total.

Model: A: A soup and a juice, please. How much is that? B: Six pounds. A writes £6. Then show the role change. Keep the menu visible.

Check everyone before pair work

Ask or show	Expected response	If it goes wrong
Choose: work alone / in pairs / in threes?	In pairs.	Show two people taking the roles; ask a fresh grouping check.
Point to what A chooses: two foods / food + drink / two drinks.	One food and one drink.	Point to one item in each group; ask learners to choose a different valid order.
Who orders first, A or B? Who orders next?	A first, B after the change.	Demonstrate the switch; have both partners point to who starts now.
Everyone writes a food, a drink and their total before speaking.	A valid combination with its sum.	Separate a task-choice issue from a maths or price-reading issue. Model the relevant part; check a fresh combination.

First attempt: allow 30-60 seconds

Each learner chooses and writes independently. Examples: sandwich + water = £6; soup + juice = £6; soup + water = £5; sandwich + juice = £7. Then pairs begin. Check that each partner orders once and writes their own total. A matching total does not prove the same items were chosen.

Our task this week and its essential first action:

Change the example, keep the routine

Use a familiar menu or a non-shopping task if this example does not fit. For beginners, show pictures and model one short order. For one-to-one, we take B and still ask the learner to choose first. These checks are suggestions, not a test of memory for a long instruction.

Answers, next moves and a record

Teacher key | UC1 | Adapt to our own lesson

Item	Answer and follow-up
1	B: lunch is optional. Ask: Can we bring lunch? Yes. Must we bring it? No. If learners choose C, contrast optional with forbidden using items 1 and 2.
2	C: photos inside are forbidden. Ask: Can we take photos inside? No. If learners choose A, model the contrast between must not and do not have to, then use a new rule.
3	A: the eating happened before now. The sentence does not tell us the exact time. Ask: Do we need a meal now in this situation? No, only drinks. If needed, draw before / now and mark eating before now.
4	No; No. Printing is optional. Accept a new example only when it expresses no obligation in a clear situation, such as You do not have to wear a uniform at our club.

A fresh recheck after clarification

Show: You do not have to pay for water. It is free. Ask everyone: Is paying necessary? No. Show: You must not bring glass bottles. Ask: Are glass bottles allowed? No. Then ask learners to explain which action is optional and which is forbidden. A chorus of no answers needs that follow-up to show the distinction.

Check use as well as recognition

Ask pairs to write or say two rules for a fictional club: one optional action and one forbidden action. Give the frames You do not have to... and You must not... if useful. Read or listen to an attempt from each learner. Check the intended meaning before polishing the form.

Our next-lesson record

What we want to know	Our note
Task or meaning to check	_____
Question / first action and expected evidence	_____ _____
Response format and access adjustment	_____
What we actually saw across the class	_____ _____
What we changed and the fresh recheck	_____ _____
What learners did after the change	_____ _____

Keep the conclusion proportionate

Record what learners showed on this task. Correct answers with support are useful, but they do not establish independent use in every context. Recycle the language later with a new example. For a large class, note whose work we have checked and collect the remaining attempts.

Check meaning, then transfer it

Learner response sheet | Read each situation and choose independently

How to use this sheet

Choose A, B or C before comparing with a partner. Add ? if unsure. Circle or point instead of writing if that helps. Our teacher will ask for a reason or a new example after we answer.

1. A rule at the museum

You do not have to bring lunch. The museum cafe sells food.

- A. We must bring lunch.
- B. Bringing lunch is optional.
- C. We are not allowed to bring lunch.

My choice and a short reason:

2. A different museum rule

You must not take photos inside.

- A. Taking photos is optional.
- B. We must take photos.
- C. Taking photos inside is not allowed.

My choice and a short reason:

3. Our cafe plan

We have already eaten, so we only want drinks.

- A. We ate before now.
- B. We will eat later.
- C. We have never eaten.

My choice and a short reason:

4. A fresh meaning check

You do not have to print your ticket. You can show it on your phone.

Must we print it? Yes / No / ?

Is printing it forbidden? Yes / No / ?

A new example: You do not have to _____

Teacher note

These contexts make the intended meanings explicit. Teach unfamiliar words first if needed. Learners may answer with a choice or brief phrase; we are checking the meaning, not demanding a polished explanation. Do not use this sheet before the language has been introduced.