



A lesson with room to talk

B1 · Supported A2 · Core: about 40 minutes · Page references use the complete pack.

Goal: retrieve five useful phrases and use them to handle a change of plan. Learners choose, explain, listen and adapt. Read or listen; do not make learners repeat both routes.

5 min · Picture and story (page 1)

Elicit what learners notice before giving the message. Read the chat OR play track 1. Check rain and no water. Learners suggest one idea. Try a brief expressive read-aloud after meaning is clear.

8 min · Useful language (page 2)

Use the five cards. Distinguish later from cancelled. Learners give one personal example. Briefly check put it off / call it off and keep of / with.

7 min · Notice and recall (page 3)

Hide support. Learners complete and match the five phrases; allow ?. Check, repair and cover again. Avoid a second identical drill.

15 min · Decide and adapt (page 4)

Compare both plans. After a first decision, play track 2 or show the private update below. Learners adapt and leave a brief final group message with a listener question.

5 min · Feedback and fresh check

Give one useful correction. With pages hidden, say: The meeting is now next week. / We have no tea left. Elicit put off and run out of in a new sentence. Ask for an independent third example.

PRIVATE UPDATE · reveal after the first decision

The hall has cancelled the booking. The school offers a **free room at 12:00 for all eight**, but **no food or drink is allowed in the room**.

An indoor games meeting could work. A Sunday picnic keeps food together but loses three people. Other sensible plans are welcome.



Check meaning. Keep choice.

Keys use complete-pack pages. Microsoft voices: British, Indian and South African.

Keys and possible choices

Page 3: 1 put off → C; 2 call off → E; 3 run out of → A;

4 find out → D; 5 come up with → B.

Picnic: hall + water £16 for eight; park + water £4 for five. The school changes the activity, not just the price: no food/drink indoors.

Card: A gives a keepsake but separates messages. B includes everyone together but has no paper card. A hybrid plan also works if learners explain the timing.

Audio scripts / teacher-read fallback

1. Jo's picnic message

Hi, it's Jo. We're planning a picnic for eight people this Saturday. The forecast says heavy rain, and we've run out of bottled water. Sam's checking whether we can use the hall. I don't want to call the whole thing off. Can you come up with another plan?

2. Sam's update (private until the picnic task)

Hi, it's Sam. The hall has just cancelled our booking. The school can offer us a room for free at twelve. All eight people can come, but we can't eat or drink in the room. What shall we tell everyone?

3. Omar's card problem

Hi, it's Omar. Our friend leaves at eight tonight, and we've run out of printer ink. I've got paper, pencils and my phone. Four friends are here. Four more can text by half past seven. Our friend likes paper cards. How can we include everybody?

Two ways to make it yours

Gav: follow an interesting picture or learner story, then return to one useful phrase.

Em: use the clear cards and expressive read-aloud before the decision task.

Make it work for your learners

A2: start with put off, call off and run out of. Keep support visible.

One-to-one: take a different preference; let the learner decide.

Quiet learners: allow notes and thinking time. **Challenge:** hide phrase clues.

Return visits: use page 5 next lesson; choose from page 6 a week later.

Record one phrase: independent / after a cue / with support. Recheck it later.

Homework has its own key. Original activities; editorially checked, classroom trial pending.