

Write, reply and agree

WE1 | B1-B2 | Adults and older teens | Core 60 min + later 15 min

Outcome: write a usable request, respond to a real constraint and confirm an agreement. Retains the original model comparison, meeting request, reader response, revision and later headset task. All situations and messages are fictional. No email account or recording is needed.

Share the right pages

Round 1: show page 1 to both. Give only page 2 to Riya and only page 3 to Alex. Keep pages 4-5 for a later lesson and pages 6-7 with the teacher. Use the separate role PDFs online; do not share the full pack with learners. Learners exchange only their emails. Use paper or private documents.

Fresh task: later give page 4 only to Noor and page 5 only to Pat. Swap the writer/reader roles from round 1. Each learner writes a request in one task and a reply in the other. Both need feedback and a later opportunity to practise their weaker role.

A core route: 60 minutes

0-5: elicit requests learners write at work. Agree what a reader needs to know. No actual confidential workplace messages are required.

5-15: compare models without an extra context box giving away missing details. Learners reply to A asking for information. Discuss why B helps its reader act, then notice reusable phrases.

15-25: distribute private Riya/Alex pages. Riya drafts; Alex writes a clarification reply to model A, then prepares diary questions without seeing Riya's facts. Allow quiet drafting time.

25-35: exchange emails, clarify and reply. Alex identifies a success and one useful clarity question. Ask learners to refer to the message, not infer the writer's private facts.

35-45: selective feedback; Riya revises the original request for clarity. The proposed 14:00 slot remains in that revised first request. Alex checks its effect. Use page 7 models only after learners have tried.

45-55: Riya responds to Alex's alternative with a new confirmation. Both separately state the final plan, then compare. Polish one or two useful forms once the message works.

55-60: each learner explains one change that helped their reader. Save first/revised versions and the reply; agree a next step.

Later task and adaptations

Fresh task, 15 minutes: swap roles. Allow six minutes to draft, five to clarify/reply/confirm, and four to compare what was understood. More processing time is valid; timings are estimates. Start without the model when appropriate, retaining agreed access support. No completed headset model should be shown first.

One-to-one: teacher takes the reader role, responding only to what the learner writes. Use a genuinely new request later. **Online:** send one private role file per learner. **B1:** retain page 1 phrases and rehearse facts orally. **B2:** reduce the bank and compare concise tone choices for a familiar colleague. Formality alone does not add missing facts.

Record a useful next step

For each learner note: **exact words; reader understanding or question; one target; revision; support used; later sample; next teaching move.** Separate reader success from grammar accuracy. A jointly agreed answer or a supported revision does not establish lasting independent use or a CEFR level. Classroom timing and effectiveness remain untested.

Check meaning before form

WE1 | Keep these answers until after learners have tried

Model comparison and language

A: presentation/demo generally, but no exact file, usable deadline or clear reply request. Ask which file, when to send it and when to confirm.

B: final approved Cedar demo slide deck; demo Thursday 15 October 2026 at 10:00 London; file by Wednesday 14 October at 16:00 London; confirmation by Monday 12 October at 12:00 London. Sam confirms whether the deadline is possible, or offers a delivery time. Replying on Monday and delivering on Wednesday are different actions.

Forms: Could you + base verb; Could we + base verb; move from/to; by for a deadline, at for a clock time, on for a day. Confirm a possibility before treating it as agreed. Accurate concise alternatives are welcome.

A draft to review after first attempts

Subject: Meeting

Hi Alex,
Our meeting has changed because of a client call. Can you do Thursday afternoon? The link is the same. Please reply soon.
Thanks, Riya

Success: reason and unchanged link are mentioned. Problems: which meeting and slots, reply deadline and unagreed change. Choose one connected target: make the proposed change and reader action clear. Do not correct everything at once.

A possible revision of the original request

Subject: Request to move our project-planning meeting

Hi Alex,
A client call clashes with our online project-planning meeting on Tuesday 13 October 2026, 10:00-11:00 London time. Could we move it to Thursday 15 October, 14:00-15:00 London time? The online link would stay the same.
Please reply by Monday 12 October at 12:00 London time to let me know whether that works. If not, could you suggest another time?
Thanks for your help,
Riya

Reply, confirmation and fresh-task key

Alex's possible reply: Thanks for checking. I have team training on Thursday 15 October from 14:00 to 15:00 London time. Could we meet from 15:00 to 16:00 that day instead?

Riya's possible confirmation: That works for me. Just to confirm, our online project-planning meeting will be on Thursday 15 October 2026, 15:00-16:00 London time, using the same link. Thanks, Riya.

Confirm the change before replacing Tuesday. Keep the original proposal in the revised first request.

Fresh request key: Noor requests six headsets for Thursday 22 October, 09:00-11:00 London time; collection at reception by Wednesday 21 October 16:00; reply by Tuesday 20 October 12:00 confirming availability/arrangements or quantity available.

Pat: can supply only four, ready at reception Wednesday 21 October from 15:00 London. Ask if four are enough.

Feasible agreement: Noor accepts four, combines them with two owned headsets to make six, and confirms a collection time from 15:00 to 16:00 Wednesday at reception. Accept 15:00 or another explicit time in that interval. Do not assume a time has been agreed until the exchange establishes it.