

Make your point. Then listen.

WP1 | B1-B2 | Adults and older teens | Fictional workplace task

Read the short talk. Tell your partner the recommendation, two reasons and the next step. You can also read it aloud together.

1. Read a short recommendation

I'm going to recommend a room for our Thursday training at ten. There are six of us. We need a screen and can spend up to fifty pounds for the room.

I recommend Maple. It has eight seats and a screen, and it is available at ten. It costs forty-five pounds for the whole room per booking. Birch is cheaper, but it has no screen. Pine has a screen, but only four seats.

Before we book, I'll ask the venue to confirm the booking length and cancellation conditions. What would you like to check?

2. Read the questions and replies

Colleague: Is that forty-five pounds for each person?

Presenter: No, forty-five for the whole room per booking.

Colleague: What about the time?

Presenter: Do you mean when we start, or how long we can use it?

Colleague: How long we can use it.

Presenter: I don't have that information yet. I'll check with the venue before we book.

Colleague: Can we cancel without paying?

Presenter: I don't know yet. I'll check the cancellation conditions too.

Which reply gives a fact? Which reply checks the meaning of a question? Which replies explain what still needs checking?

3. Choose useful words

Recommend: I recommend ... because ... First ... Second ...

Compare: ... is cheaper, but ...

Invite questions: What would you like to check?

Clarify: Do you mean ... or ...?

Explain an unknown: I don't know yet. I'll check with ... before ...

Respond to a new need: In that case, I'd recommend ...

Check understanding: Does that answer your question?

Practise one exchange. Cover the model and try again in your own words. You do not need to copy the whole talk.

Recommend a meeting room

WP1 | Main task | Prepare a 60-90-second talk for your colleagues

Eight colleagues need a room on Tuesday, 14:00-15:30. They need Wi-Fi. The room budget is at most £40 per booking. Read the options. Do not show this page to your listener.

1. Choose an option and explain why

All three rooms are available for the full Tuesday 14:00-15:30 meeting. Prices are for the whole room, not each person. Nothing has been booked.

Room	Seats	Room price	Wi-Fi	Space
A	10	£35	Yes	Closed private room
B	8	£30	Yes	Table in a shared area
C	12	£45	Yes	Closed private room

Recommend a room, give two reasons and compare one other option. Say what to do before booking. Your colleagues may have a need you do not know about yet.

2. Plan with a few words

My recommendation and two reasons:

One comparison and the next step:

If you need help: I recommend ... because ...
 First ... Second ... Compared with ...
 The price is ... for the whole room per booking.
 Before we book, we need to ...
 What would you like to check?

3. Present, then answer questions

Give your talk. Listen to each question before replying. Ask what it means if needed. Answer from the table. If a new need changes your choice, explain your new recommendation.

Cancellation conditions, step-free access, parking and sound insulation are unknown. Say who you will ask before booking. A private room does not automatically mean soundproof.

After questions, ask your listener to explain the final recommendation and next step. After feedback, practise one useful change and try the talk again.

Listen, ask and decide

WP1 | Main task | Do not read the presenter's fact sheet

Your colleague will recommend a room for eight people, Tuesday 14:00-15:30, with Wi-Fi and a maximum room budget of £40. Listen before asking questions.

1. Record the message you hear

Recommendation:

Two reasons:

Next step before booking:

2. Ask about the actual talk

Choose a useful question about a fact or reason. Do not ask for something the presenter has already made clear.

Is the price for each person or for the whole room?
 Why do you recommend that option?
 What does ... mean?
 Could you explain ... again?

3. Explain your extra need

Part of the meeting is a confidential staff discussion. You need a **closed private room**, not a table in a shared area. Tell the presenter and ask whether the recommended room meets that need.

If privacy is already clear, explain why it matters and ask about a real unknown, such as cancellation conditions or step-free access. Do not demand an invented answer.

Listen to the reply. Does the recommendation still work? A different room may be a better choice after your question.

Final recommendation and what still needs checking:

Explain the final plan in your own words. Let the presenter confirm or correct it. Give one clear success and one useful question for the next attempt.

Recommend six headsets

WP1 | Fresh task | Prepare a new 60-90-second recommendation

Six new colleagues need one headset each for online training. The total budget is £120. Recommend a model from the fictional stock list. Do not show your sheet to the listener.

1. Compare the choices

Prices below are per headset and include all charges. All have microphones. Your colleagues' computer ports, the delivery date and warranty conditions are not supplied.

Model	Price each	In stock	Connection
H	£18	6	USB-A plug
J	£20	6	USB-C plug
K	£15	4	USB-C plug

USB-A and USB-C: different plug types. A USB-A plug does not connect directly to a USB-C-only port. An adapter is a separate item.

2. Plan your short talk

Recommend a model, give two reasons and compare an alternative. Calculate the price for six headsets. Say what needs checking before ordering.

My first recommendation, reasons and total price:

One comparison and the next check:

3. Listen to the questions

Present to your colleague. A new need may affect your choice. Explain any change. Answer from the facts; do not invent stock, a delivery promise or warranty conditions.

After questions: my final recommendation and next step:

Ask your listener to explain what they understood. Confirm or correct it.

Check the headset choice

WP1 | Fresh task | Listen without the presenter's stock sheet

Six colleagues need one headset each for training. The total budget is £120. Listen to the recommendation and check whether it meets your team's needs.

1. Record what you hear

Model and two reasons:

Total price for six headsets:

Next check before ordering:

2. Ask a useful question

Ask about a fact or reason in the talk. Check whether the quoted price is for one headset or all six. If that is already clear, ask about a comparison or a missing detail.

3. Explain your team's need

The team's computers have **USB-C ports only**. Headsets must connect directly. No adapters are available or permitted for this purchase.

Tell the presenter. Ask whether the recommended headsets will connect directly. If they will not, ask for a suitable alternative within the budget.

If the connection is already clear, ask when the headsets will arrive or what the warranty covers. Accept that this may need checking before ordering.

Final model, total price and what needs checking:

Explain the final recommendation to the presenter. Ask them to confirm or correct it. Do not treat a recommendation as an order that has already been placed.

Make a point. Take questions.

WP1 | B1-B2 | Adults and older teens | Core 60 min + later 15 min

Outcome: give a short reasoned recommendation, answer/clarify questions, respond to a new audience need and identify a sensible next check. All scenarios, prices, procedures and models are fictional. No slides or recording required. Read the model together or aloud.

Share the right pages

Page 1 is shared. Give page 2 only to the main presenter and page 3 only to the listener. Keep pages 4-5 for a later check and pages 6-7 with the teacher. Use separate files online. The listener should not read the options or the presenter's notes.

Later swap the original roles: page 4 to the new presenter, page 5 to the new listener. Each learner has an initial presenter task across the two lessons. A role-swapped repeat of an already heard case is rehearsal, not a fresh independent sample.

Core route: about 60 minutes

0-5: agree a useful workplace talk: a recommendation with reasons and a next step. Offer seated speaking and notes.

5-15: understand the Maple model, then notice its shape. Practise the fact, vague-question and unknown-answer exchanges. Its case differs from the main task; copying it will not answer the new case.

15-23: distribute private presenter/listener pages. Presenter plans from the table; listener reads their concern and prepares listening notes. Explain vocabulary without revealing the private need.

23-30: talk for about 60-90 seconds, two useful questions and listener read-back. Give thinking time. Timings are guides, not speed tests.

30-38: compare understanding; select one target, e.g. clear price unit, a reason tied to a need, clarifying a question or stating an unknown. Rehearse a short connected exchange.

38-46: same presenter retries, now including the clarified need. Listener asks a different relevant question and reports the final choice/reasons/check. Record support.

46-55: swap roles for rehearsal of the known case; focus on each learner's target. Do not count this as a new information-gap assessment.

55-60: each names a useful change and the effect on their listener. Save an exact example and agree the later task.

Later headset task: about 15 minutes

Swap the original roles. Allow three minutes to prepare, five for talk/questions, three for listener read-back, and four for selective feedback and a short repair. Begin without the model/bank where appropriate, retaining agreed access support. The new topic changes both the price unit and practical concern; do not release it as homework before the check.

Adapt and record

Pairs: listener combines questions and notes. **Trios:** questioner gets the listener card; observer has blank paper and hears the message without fact sheets. **One-to-one:** teacher takes listener role; give only intended presenter page. **Online:** send individual PDFs.

Support: readable cards, repetition, bullet notes, rehearsal or extra time. Oral rehearsal and reading aloud are options. No compulsory public solo performance, eye contact, pose or accent target.

Record: learner/task/role; exact words and listener response; target; repair; support at each attempt; later example; next teaching decision. Unheard speech remains unchecked.

Check the recommendation

WP1 | Keep answers and listener concerns away from presenters

Model and Q&A; key

Maple: eight seats for six people, screen, Thursday 10:00 availability, £45 per room booking within £50. Birch lacks a screen; Pine lacks seats. Booking length and cancellation conditions remain unknown. The first reply corrects the price unit; the second clarifies start time versus duration; the last two responses identify unknowns and a venue check. Accept other accurate wording.

Main task: two initial choices, one new concern

Before the listener's extra need, A and B meet the stated eight-person/Wi-Fi/time/budget conditions. A offers spare seats and a closed room for £35; B saves £5 at £30 but uses a shared area. C costs £45 and exceeds the £40 cap. All are listed available for the full 14:00-15:30 meeting; booking still needs confirmation. Once the listener explains the closed-private-room requirement, A is the supplied option that meets all stated needs. A recommendation of B should change to A. A presenter who already chose A should explain why its privacy matters. A private-room label does not establish sound insulation; cancellation, access, parking and sound insulation remain unknown. Do not promise free cancellation or access arrangements.

A possible response to the new need

Listener: Part of the meeting is confidential. We need a closed private room. Would B work?

Presenter: No, B is a table in a shared area. In that case, I'd recommend A. It is a closed private room, has ten seats and costs £35 for the whole booking, within our £40 budget. Before we book, I'll confirm it with the venue and check the cancellation conditions.

Listener: So A fits our needs, but the booking and cancellation conditions still need checking?

Presenter: Exactly.

Fresh headset task key

For six units: H is $6 \times £18 = £108$; J is $6 \times £20 = £120$. Both have enough stock, but connection suitability is initially unknown. K has only four units, so the supplied stock cannot meet six.

After the listener explains USB-C-only direct connection and no adapters, J meets quantity, connection and budget. H cannot connect directly; its lower price does not solve the requirement. K remains short of stock. Do not invent extra stock or adapter permission. J uses the full budget, not £20 total. Delivery date and warranty are unknown: check with the supplier before ordering. Stock does not guarantee arrival by a particular date.

A focused repair and teaching decision

First attempt: J is twenty pounds for six.

Listener: Twenty in total?

Presenter: Sorry, twenty pounds each. Six cost one hundred and twenty pounds in total.

Listener: Right, that uses our whole budget.

This invented exchange illustrates a repair, not classroom evidence. Unclear choice? Rehearse a direct opening. Weak reason? Link it to the audience's need. Missed question? Practise clarification. Guessed fact? State the unknown and next check. Wrong total/unit? Read it back with the listener. A supported retry or a joint final answer does not establish lasting independent use or a CEFR level. Classroom timing, interest and effectiveness remain untested.