

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.