

S01E32 | TEACHER | Follow-up questions

Help the conversation grow

Purpose: listen, react and ask about what the speaker has just said. A2-B1 starting point; adapt question forms to the group. Share page 1 only. Keep these models and fresh facts for teaching. No recording is required.

Minutes	Route
0-4	Read the model; identify each question's link and the reaction. Rehearse briefly.
4-6	Check the bus questions; accept other relevant wording.
6-12	Prepare, speak, check a new detail, then swap.
12-15	Keep one success; repair or add a phrase, then retry.
15-20	Use the unseen story below. Listen for a link to the latest answer.

Keys and useful alternatives

Café model: choose it follows the new café; next follows the loud-music problem. That sounds annoying reacts to the experience. Other reactions can fit. **Bus task:** a continues the story; b moves to a bus habit and may be useful later. It is grammatical, not always wrong.

Story task: require a link to something actually said, not a particular question. Accept questions about which book, why it was chosen or what was interesting after I read a book. Respect a declined question or topic change. Homework is open; check context and linked, clear questions.

Fresh story: reveal one line at a time

Opening to read: I finally joined my online class, but I did not recognise anyone.

Your fictional facts: It was Friday at nine. You clicked the wrong link and entered a cooking class. Your English class started at ten. The teacher asked whether you had an onion. You laughed, explained the mistake and left. You joined the correct class at ten.

Let the learner choose a question. Answer using the facts, then pause for a reaction or another linked question. Supply a simple invented detail if needed; do not require them to guess a missing fact.

Possible questions: What class did you join? / How did you notice? / What did you do then? The next question follows your actual answer. Keep later facts hidden; then swap with a learner's new story.

Support and observation

Offer one frame at a time: Why did you ...? may be easier than What made you ...? Allow preparation and extra thinking time. One-to-one: alternate listener and speaker. Online: use breakout pairs or the teacher as partner. For ten minutes, use the model, one short exchange each and one feedback/retry.

Observe **link to latest answer / clear question / response / understanding**. Note independent use, a frame or a cue. Two questions are a practice target, not a success rule. Respect privacy. Add alternatives without implying correct wording was wrong. Original S01E32 adaptation; classroom timing and later use remain untested.