Start with the adverts

A2-B1 · Teens and adults · 40-50 minutes

Share: Learner pages **1-4**. Keep teacher pages **5-6**.
Aim: Compare facts, distinguish essentials from preferences and justify a choice.
Prepare: No extra cards or audio. Prices, capacities and conditions are fictional. Venue prices are **per hour**; activity prices are **per person for one whole session**. Make that distinction clear.

A flexible 40-50 minute route

0-6	**Browse and notice.** Use the venue pictures and first impressions. Read the brief grammar reminder. Elicit one true comparison; avoid a long rule explanation.
6-17	**One booking conversation.** Read Lena's email. Check the essentials and two-hour costs. Give A/B preferences; take turns and agree one booking with a drawback.
17-23	**Reply and feedback.** Give a concise reply to Lena. Check a useful comparison against both grammar and facts. Correct selectively; no compulsory second booking round.
23-33	**New adverts, new context.** Move to pottery/music/drama. Correct the mistaken social post, then compare personal choices. Discuss confidence, experience or enjoyment as opinions.
33-50	**Personal conversation.** Choose a few questions on page 4. If useful, invent an extra class advert. Set the four homework gaps or use them as a quick exit check.

Support, stretch and different settings

Support: Keep the adverts visible. Model cheaper than and the cheapest of the three. Pre-teach movable tables, quiet voices and maximum. Allow a three-sentence reply.
Stretch: Add less expensive or not as quiet as when useful. Let learners challenge one claim in an invented advert. Do not make extra forms compulsory.
Online / one-to-one: Share one advert page at a time. Take the opposite preference in the booking task. Both preferences can stay visible; there is no secret information.
Short route, 25 minutes: Venue adverts/grammar 5; booking talk and reply 10; activity-post correction 5; two personal questions and feedback 5.
First impressions: Pictures suggest atmosphere; printed facts govern price, capacity and conditions. The noise rating is an organiser's fictional scale, not a measured sound level.

What to listen for: A comparison that fits the advert; a clear comparison group for a superlative; a reason that matters to the speaker. A well-formed sentence can still be factually wrong.

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Check the fact and the phrase

A2-B1 · Teens and adults · 40-50 minutes

Pages 1-2: venue facts and the booking

Two-hour prices: Oak **£40**; Bridge **£70**; Park **£100**.
Suitable for Lena: Oak and Bridge both fit eight people, the £80 total budget, the ten-minute walk limit and indoor quiet activities. Park is over budget, a fifteen-minute walk and open-sided. It fails three essentials.
Useful comparisons: Oak is cheaper and quieter than Bridge; its walk is shorter. Bridge has a larger floor area and more capacity than Oak. Park is the largest and most expensive of the three. Do not infer floor area from capacity.
Best for this group: Either Oak or Bridge can win. Partner A's priorities favour Oak; Partner B's favour Bridge. Preferences may be negotiated; do not turn movable tables into an essential requirement.

Possible reply: We suggest Bridge. It costs £70 for two hours. It is larger than Oak, and we can move the tables. It is the best option for us because we want to change partners easily. We accept that it costs £30 more than Oak.
An Oak reply should acknowledge less space and tables that stay in place.

Page 3: fix the social post

1. Music is **cheaper than pottery** (£8 vs £12). Equally: pottery is more expensive than music.
2. Drama is **the longest class** (90 minutes; pottery 60, music 45).
3. Pottery has **the smallest maximum group** (8; drama 10, music 12). Equally: music has the largest maximum group.
Personal choices: Accept any choice supported by the facts or a clearly stated personal preference. Enjoyment, difficulty and confidence are not objectively established by the photographs.

Page 4: homework and open answers

Homework: 1 **cheaper than**; 2 **the longest**; 3 **the smallest**; 4 **more expensive than**.
Invented advert: Check a name, session price, duration and feature. A comparison should refer to the same unit and a clear option. No single best advert is prescribed.
Question bank: Use a few questions deeply rather than collecting twelve short answers. Ask why or when a preference might change.

A brief grammar check when needed

Use **cheaper than** to compare two options and **the cheapest of the three** to choose within a group. Models: large/larger/the largest; quiet/quieter/the quietest; expensive/more expensive/the most expensive; good/better/the best. Do not double-mark: **larger**, not more larger. Some two-syllable forms vary; check unfamiliar examples.

This edition replaces the old repeated tables, fourteen-person worked brief and teacher-held changed briefs. The booking task is one genuine choice, followed by a new advert context. Original fictional lesson and generated illustrative photographs. Editorially checked; classroom trial pending.

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