

Teacher notes & answers

S05E17 · A2-B1 · Adults and teens · No recording required

Aim and preparation

Learners ask clear questions, exchange missing details, compare options and respond to a change of plan. Give everyone student pages 1-2. Give only page 3 to A and page 4 to B, or use the separate A/B PDFs. Use page 5 as an optional pronunciation extension. Teacher notes are separate; student page numbers are consistent across files.

Teach the main lesson

Start with the three activity photos; elicit preferences and information needed before the language box. Check 1c and let pairs personalise two questions in 1d. Demonstrate one A/B exchange, then have partners alternate questions and write missing facts. Ask which options meet every condition before asking for a preference. Accept different initial choices. After the first decision, use the email on student page 2 to revise it. Compare replies, give focused feedback and let learners improve one exchange. Finish with selected personal questions.

Answers: questions and original event facts

1c: a does; b is; c do; d start; e do; f does. City walk: Sunday 10:00-11:30, £5, Town Hall steps, outdoors. Cooking: Sunday 14:00-16:00, £18, community kitchen, indoors. Museum: Sunday 11:00-12:30, £10, museum main entrance, indoors. Both the walk and museum fit the original conditions. Cooking exceeds the budget. Exactly two hours is permitted; no more than includes the limit.

Answers: change of plan and homework

3a-b: choose cooking. Museum is closed; walk is outdoors and the new instruction requires an indoor activity. Cooking now costs £14, finishes at 16:00 and lasts exactly two hours. Example reply: "Thanks, Priya. Let's choose the cooking workshop on Sunday, from 14:00 to 16:00. It costs £14 each and it is indoors, so it fits our plan. We will bring aprons." Accept natural alternatives with accurate details. Homework: a does; b do; c is; d start. Check original questions for clear meaning and correct form.

Optional pronunciation: models and key

Model the five words before learners mark stress; capitals are a visual aid, not normal spelling. Key: rePORT, deCIDE, ISland, CUPboard, PLUMber. Silent letters: s in island, p in cupboard, b in plumber. Meanings: plumber / island / cupboard. In standard UK pronunciation cupboard has two syllables; do not teach cup + board as two fully pronounced words. Model your usual teaching variety and allow a second attempt. A live teacher model is sufficient; no audio file is required.

Groups, online and different levels

For 2, 4 or 6 learners, use pairs. For 3 or 5, use one trio: questioner, information holder and checker; rotate roles. One-to-one: teacher takes the other page. Online, share page 1 and send each learner only their assigned A/B file; use page 2 after the first decision. Support: keep question frames visible and check amounts and clock times. Extension: stronger learners explain the disadvantages of each option and ask an extra practical question; no extra facts should be invented as if supplied. Use a smaller route of 1a-1d plus final conversation when needed.

Check learning

Look for a formed question, an accurate answer, a clarification question and a decision supported by the supplied facts. In final speaking, listen for a relevant follow-up. Classroom effectiveness has not yet been tested.