A story worth listening to

B1–B2 · Adults and older teens · Approximately 60–75 minutes

Aim: Talk about familiar experiences, ask useful questions and make a plan that works for two people.
Share: Common pages 1–4 with everyone. Give page 5 only to Ben and page 6 only to Nia. Keep pages 7–10 private.
Audio: Microsoft Canadian English voices: Clara and Liam. Keep the transcript covered until after the listening tasks.

Suggested lesson route

Pictures / 5–7 minutes. Describe A–D and invite guesses about the people. Keep the language conversational: “What do you think?” and “Why?” Read the short grammar reminder.

Listening / 15–20 minutes. Play once for Task 2. Let pairs compare. Read Task 3, then play again; pause or replay sections as needed. Discuss Task 4. Keep the first listening focused on the story, not a grammar hunt.

Language / 10–12 minutes. Use Tasks 5–7 to notice and practise the form. Ask: “Does it feel normal?” and “Do we know whether they enjoy it?” Keep the short comparison with **used to** and **get used to** brief.

Role-play / 12–15 minutes. Give out the private roles. Allow preparation, then Ben calls. Students exchange information and choose jobs and an activity. Nia’s food question is deliberately unanswered: they need to ask Maya rather than guess.

Feedback and another try / 6–8 minutes. Give feedback on meaning and form. Reveal the message below. Pairs change their plan and repeat part of the call with less help.

Conversation / 10–13 minutes. Choose a few questions from page 4. Encourage examples and follow-up questions. Finish with the quick check on page 8. Homework is optional.

New message: reveal after the first call

Maya / 11:05
Small change! We now need the sound assistant from 11:00 to 13:00. The technician will show you the controls at 10:45. The welcome desk and walk times are the same. And yes, there’ll be sandwiches for volunteers.

The new sound shift clashes with the walk. Pairs could ask for cover, meet before Ben’s shift, or choose separate activities. Cover needs confirming. Nia still leaves by one. The food question is now answered.

Support: Check fundraiser, controls, open mic and shift. Allow notes and the phrase banks.
One-to-one: Take the other role and keep your facts off the shared screen.
Shorter lesson: Use one listening cycle, Tasks 5–6, the first call and two discussion questions.
Extra challenge: Ask students to explain why they rejected another option.

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Check the answers, then the plan

Work + free time · B1–B2 · Teens and adults

Pages 1–2: pictures and listening

1. A Nia talks to visitors, B Ben edits audio, C Nia walks with friends, D Ben speaks into a microphone. Accept other reasonable descriptions and guesses.
2. B.
3. a The sign had fallen off the café door, b She took the wrong path; the group ended up at a garden centre and had coffee, c Someone to show him the controls and stay nearby, d A chair; she must leave by 13:00.
4. Editing at home alone is different from running sound at an event. Ben hasn't used a sound desk before, and people may be waiting if something goes wrong. He wants help with the controls. Accept answers in simpler language.

Questions for Maya: What time are the jobs? Is there a chair? Will a technician show Ben the controls and stay nearby? Is there food for volunteers? What time are the walk and open mic? Other useful questions are welcome.

Page 3: grammar and practice

5. Forms of be: 'm / am, are. Verb ending: -ing. In questions, **are** comes before the subject.
6. a is used to answering, b is not used to using, c Is / used to the sound equipment, d is used to speaking, e are not used to these new controls, f Are / used to standing. Accept contractions.
7. a I'm used to meeting new people, b She isn't used to working at weekends, c Are you used to a busy workplace? Personal versions vary.

Pages 5–6: a plan that works

Nia: welcome desk, 10:00–12:00, with a chair. Ben: sound assistant, 10:00–12:00, in a quiet room, with a technician's help and a 9:45 introduction. Both: walk, 12:00–12:30. Nia leaves by 13:00. The open mic is too late for her. Ask Maya about food and confirm their places.

Possible report: Nia's used to answering questions, so she'll take the welcome desk. Ben will help with sound. He isn't used to the desk, but a technician will show him the controls. They can both go on the walk at twelve. They still need to confirm their places and ask about food.

After the new message: Ben can no longer do the whole walk during his shift. Look for a sensible change that respects both schedules. Food is provided. There isn't one required revised plan.

Quick check: put the worksheets away

Say: "You work with customers every day, but you've never used a sound desk. A friend asks you to help at a festival. Explain what you can do and ask a question before agreeing."
Possible answer: "I'm used to talking to customers, but I'm not used to using sound equipment. Will someone show me what to do?"

Listen for the correct form of **be**, a noun or -ing form after **to**, and a useful question. Give feedback and try again with a different work or free-time activity.

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Nia and Ben’s call

Transcript 1 / 2 · Microsoft Clara + Liam · Canadian English

Nia: Hey, have you seen the message from the arts centre? They’re looking for volunteers for Saturday.

Ben: I saw something about it, but I was halfway through a job. What’s happening?

Nia: A fundraiser. The roof needs repairing, apparently. There’s music, a few stalls, a walk, that sort of thing. I thought we could help for a bit and then do something afterwards.

Ben: Yeah, I’d be up for that. As long as helping doesn’t mean carrying a piano upstairs.

Nia: I think you’re safe. They need someone on the welcome desk and someone to help with sound. Reception would suit me. I’m used to answering questions all day.

Ben: Even the same question twenty times?

Nia: Especially the same question twenty times. Yesterday, three people asked me where the café was while they were standing right outside it. The sign had fallen off the door.

Ben: So you spent the morning pointing at a door?

Nia: Pretty much. It can get tiring, but I’m used to it now. Anyway, what about the sound job? You do that kind of thing for work.

Ben: Sort of. I edit recordings at home. Mostly interviews and little bits of music. I’m usually on my own, with headphones on. At an event, you’ve got people waiting and someone asking you to turn it up. That’s a bit different.

Nia: Would you rather do something else?

Ben: Not necessarily. I’m not used to using a sound desk. If someone showed me the controls and stayed nearby, I’d give it a go. I just don’t want to be left on my own when the music suddenly stops.

Nia: Fair enough. We can ask about that. I’d need a chair at reception, too. I can’t spend the whole morning on my feet. At work, I sit down between visitors.

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Nia and Ben’s call

Transcript 2 / 2 · Microsoft Clara + Liam · Canadian English

Ben: Of course. We should find out before we agree to anything. What was the other bit you mentioned? A walk?

Nia: Yeah, a short one in the park. That sounds more like my kind of thing. I’m used to leading a few friends round the park on Sundays, although I wouldn’t put me in charge of the map.

Ben: Why? What happened?

Nia: Last month I took everyone down the wrong path. We ended up outside a garden centre instead of by the lake. Nobody complained, though. We stopped for coffee.

Ben: That sounds like an improvement. I might come along one Sunday. I need something that gets me out of the flat. Last weekend I planned to go for a run, then spent three hours trying to fix a shelf.

Nia: Did you fix it?

Ben: It’s still on the floor. Anyway, there’s an open mic at the fundraiser as well, isn’t there?

Nia: There is. Are you used to speaking into a microphone? I’d be happy to watch, but I wouldn’t want to get up there myself.

Ben: Yeah, we use them sometimes at my theatre group. I’m fine once I get started. It’s the minute before that I don’t like. But I don’t need to perform on Saturday. A walk and a coffee with you would be nice.

Nia: Same here. One thing, though. I need to leave by one. My sister’s doing a family lunch at two, and I promised to help her set up. So no getting talked into an extra shift.

Ben: Right. I can stay until two, but let’s choose something we can do together before you go. I’ll ask the organiser about the times, the chair and the sound support.

Nia: Thanks. And can you check whether we need to bring lunch? I don’t want to buy a sandwich and then find there’s a whole table of food.

Ben: Important question. I’ll add it to the list. Let me get the details, and I’ll call you back. Then we can work out a plan.

After listening: Read a short section in pairs. Find a few examples of **be used to**. Then close the transcript and tell your partner which job would suit each person.

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