LEARNER 1 / LISTEN AND SOLVE

Which parcel is ours?

TF1 · A2-B1 · Ages 13-16 · First English Lesson for Teens

Our English class is waiting for a parcel. Listen to your teacher's three clues. Choose privately first, then compare with a partner.

A · TO: OUR ENGLISH CLASS · FRIDAY · INSIDE: KEY + NOTE

B · TO: OUR ENGLISH CLASS · THURSDAY · INSIDE: KEY + NOTE

C · TO: OUR ENGLISH CLASS · THURSDAY · INSIDE: BOOK + NOTE

D · TO: OUR ENGLISH CLASS · THURSDAY · INSIDE: KEY ONLY

Explain, check, swap

A: Explain one clue. B: Check a different clue and ask a question. Swap jobs. Agree on a parcel and explain why another one cannot be right.

I think it is ___ because ___.
What did you hear? Did you hear Thursday or Friday?
Could we hear that again? Why can't it be parcel ___?

Our parcel: _____ One reason: _____

_____

_____

After checking: what helped you understand? _____

Extra challenge: your teacher removes one clue. Which two parcels are possible now? Explain why.

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LEARNER 2 / TELL AND RESPOND

What does the key open?

The parcel is open. Inside are a key and a note:

> **KEEP THIS KEY. YOU WILL NEED IT TOMORROW.**

Choose a classroom, garden, station or your own place. Invent a story together. A fictional story is fine; you do not need to share personal information.

Try the exchange

> A: The next day, we opened a tiny door in the garden.
> B: What was behind it?
> A: A room full of balloons!
> B: One balloon had our names on it.
> A: How did our names get there?
> B: Perhaps someone was waiting for us.

Prepare your place and one surprise. A begins; B asks a question and adds a detail. Swap roles. Agree on an ending in two or three sentences.

Words to help

The next day ... / We opened ... / Inside was ... / Then ... / In the end ...
Where was it? / Who was there? / What happened next?
open - opened, find - found, see - saw, go - went

Need support? Keep the model and change its place, object and ending. More challenge? Add a problem and explain how the characters solve it.

Our story in keywords

_____

_____

_____

One detail my partner added: _____

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LEARNER 3 / LANGUAGE AND CHOICE

Which should we try again?

Build useful replies

Complete each reply. Use: **because / could / preferred / so**.
1. I ___ the puzzle.
2. I chose it ___ checking the dates helped me listen.
3. ___ we see an example before we start?
4. ___ our suggestion is a story with picture prompts.

Choose privately

I would choose: the puzzle / the story / another activity.
One moment that helped me learn or join in:

_____

_____

One change that would help:

_____

_____

Compare your experiences

A: I preferred the puzzle because I liked checking the clues.
B: What helped you understand them?
A: Hearing them again. What about you?
B: I preferred the story because your idea gave me a question.
A: Could we start with a puzzle and use its answer for a story?
B: Yes. Let’s ask for useful words before we begin.

Both give a reason and ask a relevant question. Recommend one activity and one helpful change. If you disagree, explain both preferences.

Our recommendation and change: _____

_____

_____

Listen to your teacher’s new situation. Make a fresh decision, get feedback, then try the exchange again.

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LEARNER 4 / INDEPENDENT PRACTICE

A new parcel, a new ending

Read and solve

The school club needs a parcel for Monday. It must contain a map and a torch.

A · MONDAY · MAP + KEY
B · TUESDAY · MAP + TORCH
C · MONDAY · MAP + TORCH
D · MONDAY · TORCH ONLY

Choose a parcel. Explain why each of the other three is wrong.

_____
_____
_____

Continue the story

The map shows a small building behind the station. When we arrive, the door is open and the torch begins to flash ...

Write four to six sentences. Include a place, a surprise and an ending. Use the model if helpful. This is an invented story, not a true experience.

_____
_____
_____
_____
_____

Check your work

Have I explained the parcel choice? Does my story have an ending? Can a reader follow what happened? Underline one phrase you want to use when speaking next lesson.

Next lesson: tell your partner the story without reading every sentence. Your partner asks one question.

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TEACHER 1 / PLAN AND PREPARATION

First English Lesson for Teens

Solve, Tell, Choose · TF1 · A2-B1 · Ages 13-16 · 45 minutes

Communicative outcome
Each learner gives a supported recommendation for a future activity, gives a reason from a task they tried, asks a relevant follow-up question and checks the final plan.

Prepare

Share learner pages 1-3 in stages; page 4 is optional homework. Keep teacher pages 5-7 private. No audio recording or internet is required: read the supplied clues live. Use a board or shared screen. Learners may point, write or rehearse before speaking; no compulsory personal disclosure.

Suggested lesson route

0-5 Welcome. Explain the choice learners will influence. Model asking for help.
5-9 Share page 1. Check parcel, key, note and weekdays. Keep clues private.
9-15 Read clues, allow individual thinking, then pair reasoning. Reveal and discuss.
15-21 Share page 2. Model the exchange; both partners add and question.
21-25 Share page 3. Complete the four language items and prepare choices privately.
25-32 Compare preferences and agree a recommendation, or report two preferences.
32-36 Notice successful language and repair one useful phrase anonymously.
36-41 Read the fresh situation on page 6. Observe, give feedback and retry.
41-45 Collect exit evidence and explain how suggestions shape next lesson.

Support and stretch

A2: Keep sentence frames visible; accept a short reason and simple question. Offer a written first turn.
B1: Ask for a specific change and justification; use the missing-clue challenge.
One-to-one: Take the partner role and offer a different preference.
Online: Share only the current learner page, then read clues live.

For 30 minutes, shorten the welcome and reporting stages; retain both trials, the decision and a retry. This first lesson samples participation; it is not a CEFR placement test.

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TEACHER 2 / SCRIPT AND CHECKED KEYS

Listen for the reason

Read the three clues

> Our parcel arrives on Thursday.
> There is a key inside.
> There is a note inside.

Read naturally, allow a second hearing on request and leave labels visible. Ask partners to explain clues before revealing the answer.

Puzzle key

B. A arrives on Friday; C contains a book instead of a key; D has no note. Without the day clue A/B fit; without the key clue B/C fit; without the note clue B/D fit. Accept requests for repetition as useful communication.

Story feedback

There is no single correct ending. Check that each learner contributes a detail and asks about their partner's idea. Accept a changed version of the model. Respond to meaning before selecting one useful language point.

Language key: learner page 3

1. preferred, 2. because, 3. Could, 4. So. Preferred identifies a past preference; because introduces a reason; Could we ...? proposes a change; So summarises the decision. Ask learners to complete an exchange, rather than recite the words alone.

Fresh situation: read after feedback

> A new learner will join next lesson. They did not try today's tasks. Choose one activity to welcome them. Agree one change to help them join in. Explain who will do what.

Allow private preparation, then a short exchange. Possible changes include showing a model, supplying key words or trying the first clue together. Other sensible ideas are welcome. Give one precise feedback point; ask for a new attempt with it.

Homework key

C. A has no torch; B arrives on Tuesday; D has no map. Stories vary. Check a clear sequence, a surprise and an ending; accept present-tense narratives if used consistently. Ask for one revision and a spoken retelling next lesson.

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TEACHER 3 / EVIDENCE AND NEXT STEPS

Notice every learner

Use the fresh decision task to record individual evidence. A shared written plan does not show that everyone can speak independently.

Record separately for each learner
Name: _____
Own suggestion / phrase: _____
Reason linked to a trial: _____
Relevant question: _____
Checked the plan: _____
Support used: model / partner / teacher / independent
One next step: _____

Feedback that leads to another attempt

Name one observable success: “Your question helped your partner explain.” Select one useful repair: “I prefer puzzle” becomes “I preferred the puzzle.” Let the learner retry a complete turn and listen for the change. Avoid correcting every error during the first exchange.

Exit ticket: ask each learner

Which phrase did you use? What helped you take part? What topic would you like next time? What would make the next activity easier to join? Accept a written answer.

Close the loop next lesson

Use one feasible learner suggestion and say how it changed your plan. Revisit giving reasons and asking a follow-up in a fresh task. Tell learners if a request is not possible and offer a realistic alternative.

Respectful first-lesson choices

Offer fictional content, thinking time and a rehearsal partner. Quietness alone does not show low ability or lack of interest. Check clarity, access and confidence before increasing the challenge.

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