TEACHER & STUDY PARTNER FACILITATION GUIDE

Speaking-first activities built around clarity, agency and realistic communication

WHO IT IS FOR
Teachers, volunteer conversation clubs, tutors and study partners working with adult learners around B1-B2.

Free to print and use in lessons. No student registration required.

A 45-minute speaking lesson

Sample sequence | target student talking time: 70-80%

0-5 MIN | CONNECT
Students choose a speaking card and ask one related follow-up.

5-10 MIN | NOTICE
Model one formula from the workbook; elicit the purpose of each step.

10-22 MIN | PAIR PRACTICE
Students complete two cards and change partners.

22-34 MIN | ROLEPLAY
Learners choose a practical scenario and complete two versions.

34-40 MIN | FEEDBACK
Peer feedback: one clear strength and one actionable suggestion.

40-45 MIN | REPEAT
Repeat one original question with the improvement included.

A 75-minute speaking lesson

Extended sequence | avoid long teacher explanations

0-8 MIN | WARM-UP
One speaking card each; follow-ups in rotating pairs.

8-18 MIN | LANGUAGE TOOLKIT
Elicit a formula and useful phrases; students personalise two phrases.

18-33 MIN | GUIDED ROUNDS
Students work through the workbook Task 2, then answer without notes.

33-50 MIN | THREE ROLEPLAYS
Rotate roles and change one constraint in each round.

50-60 MIN | STRETCH
B2 learners respond to a counterargument or negotiate a compromise.

60-68 MIN | STUDENT FEEDBACK
Learners notice clarity, linking and examples; teacher targets recurring errors.

68-75 MIN | EXIT TASK
One-minute final answer and personalised next step.

Differentiating B1 and B2

Same prompt, different degree of challenge

For B1 learners

- Allow 60-90 seconds of planning.
- Provide 3-5 usable expressions, not a long vocabulary list.
- Accept clear connected speech with occasional hesitations.
- Encourage a direct point, one reason and one real example.

For B2 learners

- Add a counterargument, condition or comparison.
- Ask the learner to adapt to a different audience.
- Invite clarification, spontaneous follow-up and paraphrase.
- Prefer precise meaning and interaction over memorised complexity.

Feedback prompts

ASK LEARNERS

Which example was most convincing? What could make the answer easier to follow? Which expression sounded natural? What would you ask next?

Reuse, attribution and quality assurance

Keep the resource accessible and honest

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Citing the resource

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Supportive feedback

Correct patterns that obstruct meaning. Let learners finish their thought. Acknowledge progress without implying that this worksheet provides official CEFR grading.

Practical checklist

[ ] The learner has enough time to speak.

[ ] Tasks have a plausible real-world communication goal.

[ ] The student can modify the sample answer.

[ ] Mistakes are addressed constructively.

[ ] The next task builds on a specific observed need.