



Good News, Bad News

Lesson at a Glance

Item	Detail
Level	B1 (Intermediate)
Focus	Functional Language — reacting to other people's news
Length	50 minutes (as planned below)
Topic	Good and bad news; catching up with a friend
Goal	React to good and bad news, encourage someone before an event, and handle everyday social courtesies in a real conversation.

Materials & Audio

Students use the printed worksheet; play the dialogue audio from the published lesson page. All activities are completed on the worksheet — no devices required.



Lesson page — scan or visit:

startupesl.com/good-news-bad-news

Timing

Section	Focus	Time
1 · Warm-Up	Opinion spectrum + short discussion	6 min
2 · Vocabulary	Context → matching → expressions → gap-fill	11 min
3 · Dialogue	Listen (script hidden) → reveal → comprehension	9 min
4 · Functional Language	Toolkits → contrast → sort → warm-up	9 min
5 · Role-Play	Catching up, two scenarios (swap)	12 min
6 · Wrap-Up	Reflection + sentence frames + speaking	3 min

1 Warm-Up

≈ 6 min · no right answers — this primes attitudes toward reacting to news

In class

Have students mark each statement, then explain their position to a partner who placed it differently. Elicit reasons; don't correct opinions.

Self-study

Students mark each statement and say one sentence aloud explaining the choice.

2 Vocabulary

≈ 11 min · context first — keep the uses covered during Part A

In class | Students read each example and say when they'd use the phrase before seeing Part B. Then matching, then the gap-fill (check together).

Self-study | Same order; encourage a spoken guess for each phrase before matching.

ANSWER KEY

Part B matching: 1-d · 2-f · 3-b · 4-g · 5-c · 6-h · 7-e · 8-a

Quick Practice: 1. ages · 2. been · 3. for · 4. there · 5. me · 6. luck

3 Dialogue

≈ 9 min · listening first — the transcript is hidden on the student copy

In class | Play the audio twice. Students attempt the Main Idea questions with the script closed, then move to the comprehension questions.

Self-study | Replay at a comfortable speed; use the reveal on the lesson page to compare answers.

ANSWER KEY

Listening (Main Idea): 1-b · 2-b · 3-b

Comprehension (suggested):

1. He says it's amazing and congratulates her, then adds that she earned it and that he's happy for her.
2. She tells him to hang in there, says something will come through, offers to help, and wishes him good luck for Friday.
3. Dan offers to pay ("this one's on me"); Maya thanks him and he says "anytime."

Audio Transcript

Maya	Dan! I can't believe it — it's been ages. How have you been?
Dan	Maya! Pretty good. Here, sit down — let me grab you a coffee.
Maya	Oh, I'd love that. Thank you.
Dan	Of course. So, what's new with you?
Maya	Well, guess what? I got into the master's program I applied for!
Dan	That's amazing! Congratulations — I know how much you wanted that.
Maya	Thanks. I still can't quite believe it.
Dan	You earned it. I'm so happy for you.
Maya	Thank you. So how about you — how's the job search going?
Dan	Honestly? Not great. I had three interviews and never heard back.
Maya	Oh no, that's really tough. I'm sorry.
Dan	Yeah. It's been a hard few weeks.

Maya	Hang in there. Something will come through — and let me know if I can help.
Dan	That means a lot. Actually, I have another interview on Friday.
Maya	Well, good luck — you'll do great.
Dan	Fingers crossed. Anyway, let's order — this one's on me.
Maya	Are you sure? That's so kind. Thank you.
Dan	Anytime.

4 Functional Language

≈ 9 min · the contrast table is the core teaching point

In class | Walk through the three toolkits and the “does the reaction fit?” table. Students sort the phrase bank into the grid, then warm up the flat replies.

Self-study | Read the tables aloud; do the sort and rewrites, then say each answer.

ANSWER KEY

Sort — Good news: Congratulations! · I'm so happy for you. · Good for you!

Sort — Bad news: I'm so sorry to hear that. · That's really tough. · Hang in there.

Sort — Before an event: Good luck! · You'll do great. · Fingers crossed!

Warm it up (samples; accept any warm, natural version):

"Oh, okay." → "That's amazing! Congratulations — I'm so happy for you!"

"That's bad." → "Oh no, I'm so sorry to hear that. That's really tough."

"Whatever." → "Good luck — you'll do great! Let me know how it goes."

"Sure." → "Of course — anytime! I'm glad I could help."

5 Role-Play

≈ 12 min · signature task — react first, then ask

In class | Assign roles. Require a warm reaction to every piece of news before the conversation moves on. Swap for Round 2; a third student can listen and give feedback.

Self-study | Record a 60-second catch-up, or write the full exchange, using ≥4 phrases from the Useful Language box.

No fixed answers — assess warmth, appropriacy, and use of the toolkits, not the content of the news. Scale up: remove the Useful Language box. Scale down: let pairs script two exchanges first.

6 Wrap-Up

≈ 3 min

In class | Students complete the sentence frames, then give the 60-second speaking answer.

Self-study | Write the frames and record the speaking answer.

Anticipated problems: flat or over-the-top reactions → model warmth and drill intonation; the reaction carries the feeling. Mixing up “Congratulations” (after) and “Good luck” (before) → point back to the contrast table.