

Lesson 6: Reading Relationship Cues in Everyday Exchanges

60 minutes · reading lesson

WHAT THE CLASS SHOULD LEAVE ABLE TO DO

- Mark and name relationship cues in everyday written exchanges
- Extract key facts from short exchanges to support an inference
- Write one relationship sentence per pair and bank the Communication Comprehension Sheet

TERMS THE CLASS MEETS

Term	What it means
How you read	Choosing skim, scan or close read before you start an exchange so you get the information you need.
Inference	Working out something the speaker never says outright, using tone, detail and what is left unsaid.
Relationship cue	A word, pause, question or action that shows how two people stand with each other.

BEFORE YOU TEACH IT

Before the Lesson

- Print copies of the Communication Comprehension Sheet and the three exchanges for each student if devices are limited. All three sources are also embedded on the sheet work_template.

Suggested Timing (primary 60-minute path)

- Getting Started: 5 minutes
- What to Look For: 8 minutes
- Mark the Relationship Cues: 15 minutes
- Write Your Communication Sheet: 24 minutes
- Think About It: 3 minutes
- What You Covered: 5 minutes

Teaching Tips

- Model identifying a relationship cue using the exemplar in What to Look For.
- Circulate during the marking activities to redirect focus to relationship cues, not topic.
- Step 4 puts the Sam/adviser exchange in front of them with questions on it; the sheet itself is written in Enter Your Work.
- One Portfolio artefact only: the Step 4 Communication Comprehension Sheet with the stated filename. Step 3 is practice. Text 1 is a light transfer; Texts 2 and 3 are fresh reads.
- Lead a paired discussion to connect the skill to everyday inference.
- Review portfolios to confirm sentences show inference rather than retelling.

Common Mistakes

- Marking the topic of the exchange instead of relationship cues: ask what the line shows about how the speakers stand with each other.
- Retelling the content instead of inferring the relationship: prompt attention to tone, pauses and what remains unsaid.
- Filing the practice pad instead of the sheet: point students to the filename on Step 4 only.

Differentiation

- Support: Provide sentence starters like 'The speakers appear close because...' for writing inferences.
- Extension: Invite students to design their own short exchange and identify its relationship cues.
- Support: Pair struggling students for the first cue marking task.

RUNNING THE LESSON

Step 1: Getting Started · 5 min

Open with a quick show of hands: who has read a message and known the other person was annoyed without them saying so? That is inference, and it is the skill this lesson practises on purpose.

Remind the class that skim, scan and close-read moves from earlier in this unit transfer here. No new tools are needed: everything is written on the page as transcripts and scripts.

Primary path (60 minutes): Getting Started 5; What to Look For 8; Mark the Relationship Cues 15; sheet 24 (Texts 1–2 finished, Text 3 started); Think About It 3; close 5. Polish Text 3 at home if needed.

Optional extension (if you have a full hour): give the marker and sheet a few extra minutes and finish Text 3 in class.

Step 2: What to Look For · 8 min

Read the exemplar aloud once, then ask what the three-word reply tells them before you give the line underneath. Keep this to five minutes: one idea, one marked example, then move.

Flag for vocational courses: the same inference skill helps when reading customer emails, supervisor messages, or placement feedback where tone carries half the meaning.

Step 3: Mark the Relationship Cues · 15 min

Circulate. The common wobble is marking the topic (the group chat) instead of the relationship cue (who is left out, who softens, who changes the subject). Ask: *what does that line tell you about the two of them?*

If a student finishes early, they can compare their marks with the model reading when it appears. Labels are a menu of up to four cues, not five compulsory headings.

Step 4: Write Your Communication Sheet · 24 min

Suggested Timing

- **60 minutes:** Getting Started 5; What to Look For 8; Mark the Relationship Cues 15; sheet 24 (Texts 1–2 done, Text 3 started after a short reading pass); Think About It 3; close 5. Polish Text 3 at home if the period runs short.
- **Optional full-hour extension:** give the Text 3 marker and sheet a few extra minutes and finish Text 3 in class.

Protect the sheet build. Step 4 interactive is a **close-reader** on the Sam/adviser exchange (professional cues).

Look-fors: a named how-you-read choice per text; facts that are actually in the words; relationship sentences that infer (close friends, strained siblings, professional adviser) rather than retell the plot. Text 1 is a light transfer from practice; Texts 2 and 3 are fresh reads.

All three source texts sit on the student page and inside the work_template so the sheet is completable without the widget (printouts, home polish, 45-minute path).

Cross-curricular: the same extract-and-infer move supports reading placement briefs and customer messages in Vocational Preparation.

Step 5: Think About It · 3 min

Paired talk for about two minutes, then take three answers from the room. Keep it light: the point is noticing that inference is already a life skill, not a test trick. On a tight period, fold one pair share into the close instead of a full two minutes.

Step 6: What You Covered · 5 min

Spot-check three portfolios before the class leaves: filename present, Texts 1–2 complete (Text 3 started if on the 45-minute path), relationship sentences that infer rather than retell. No Key Assignment banks today; the sheet is ordinary portfolio evidence feeding Unit 2.

Students' wording will differ. These are the points a full answer reaches, not the only correct form.

Step 3: Mark the Relationship Cues

“It's grand. I was busy anyway.”

Jordan covers the hurt with a shrug so Aoife will leave it alone.

“You were not busy. You were sitting in my kitchen.”

Aoife will not let the soft version stand; she keeps the fact on the table.

“Can we just... can we talk about something else?”

The pause and the restart show Jordan wants the topic gone, not resolved.

“I'm still on your side, even if you don't want me to be.”

Aoife names the bond out loud. That is a close friend, not a polite one.

Step 4: Write Your Communication Sheet

What change has Sam noticed in the friendship?

Answer: Daily messages have become one-word replies or silence

The adviser tells Sam to send a long list of everything that hurt them.

Answer: False

Identify two pieces of advice the reply actually gives Sam.

Ask once, calmly, with a short open question

Leave space after asking / stop knocking every hour

Treat continued silence as information

Protect your own energy while keeping the door open

What is the relationship between Sam and the adviser? Use one cue from the reply to support your answer.

Professional or guidance relationship, not a personal friendship

Cue: calm instruction, no shared history, second-person coaching voice

Cue: practical script offered ("Try: ...") rather than emotional venting

Look for: Name the relationship type, then point at a word or move that proves it.