

WEEK 8 — INFORMATION EXCHANGE BUILDER

Metro Station 08: Ask Clearly. Answer Accurately. Confirm Understanding.

Main Capability

Ask Clearly → Listen Carefully → Answer Accurately → Clarify → Confirm

Week 8 Big Idea

Professional communication is not about asking many questions or giving long answers.

It is about getting the **right information**, giving the **right information**, and making sure both people have the **same understanding**.

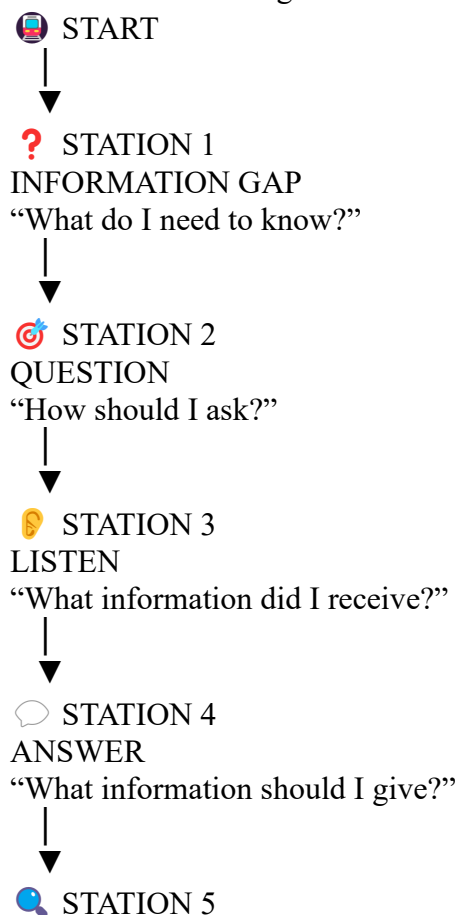
By the end of Week 8, students should be able to say:

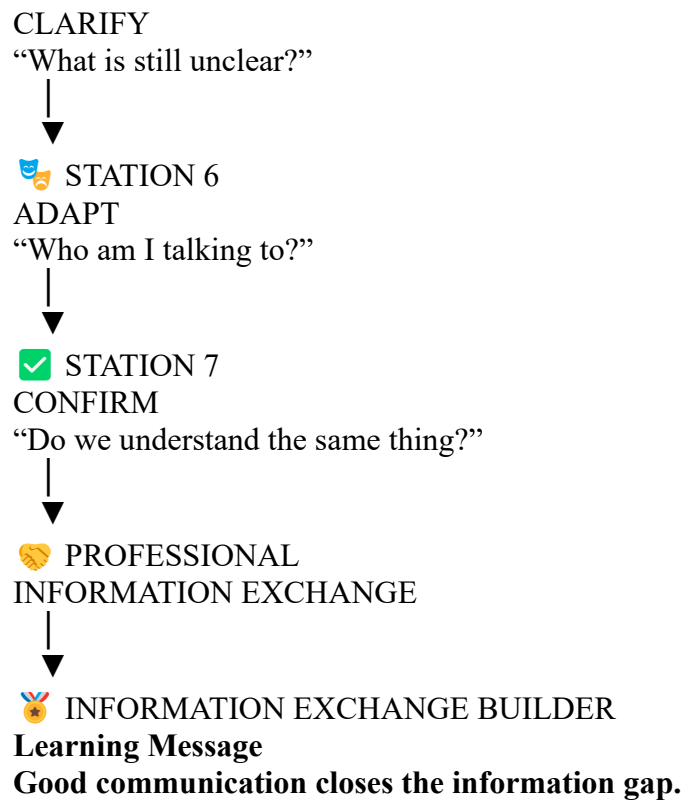
“I can ask for the information I need, give useful information clearly, and check that we understand each other.”

This directly reflects the original Week 8 learning outcomes, which require students to formulate clear questions, provide accurate information, adapt language professionally, and handle directions, details, and clarification.

1. The Information Exchange Metro Journey

Students travel through **seven learning stations**.







2. Four-Hour Learning Journey

Time	Learning Activity	Student Output
10 min	 Enter Metro Station 08	Information Mission
20 min	 Information Gap Detective	Information Gap Card
25 min	 Question Type Sorter	Question Strategy Card
25 min	 Question Repair Shop	Clear Question Card
30 min	 Ask for What You Need	Professional Question
10 min	 Break	—
25 min	 Answer Package	Accurate Response Card
25 min	 Context Switch	Formal / Informal Response
25 min	 Clarification Rescue	Clarification Card
25 min	 Direction Challenge	Direction Exchange
25 min	 Information Exchange Mission	Workplace Role-Play
10 min	 Peer Feedback	2 Stars + 1 Question
5 min	 Exit Ticket	Metro Passport
240 min	Total Learning Journey	Information Exchange Portfolio



FOUR-HOUR LEARNING JOURNEY

Metro Station 08: Ask Clearly. Answer Accurately. Confirm Understanding.



TIME	LEARNING ACTIVITY	STUDENT OUTPUT	FOCUS
 10 min	 Enter Metro Station 08	 Information Mission	Understand the mission of information exchange.
 20 min	 Information Gap Detective	 Information Gap Card	Identify what information is missing.
 25 min	 Question Type Sorter	 Question Strategy Card	Choose the right type of question.
 25 min	 Question Repair Shop	 Clear Question Card	Turn vague questions into clear ones.
 30 min	 Ask for What You Need	 Professional Question	Practice asking professional questions.
 10 min	 Break	—	Rest and recharge.
 25 min	 Answer Package	 Accurate Response Card	Give accurate and relevant information.
 25 min	 Context Switch	 Formal / Informal Response	Adapt language to different situations.
 25 min	 Clarification Rescue	 Clarification Card	Ask for and give clarifications.
 25 min	 Direction Challenge	 Direction Exchange	Ask for and give directions and details.
 25 min	 Information Exchange Mission	 Workplace Role-Play	Conduct a complete information exchange.
 10 min	 Peer Feedback	 2 Stars + 1 Question	Give and receive constructive feedback.
 5 min	 Exit Ticket	 Metro Passport	Reflect and complete your passport.



240 min



TOTAL LEARNING JOURNEY
4 HOURS OF PRACTICE. REAL-WORLD IMPACT.



INFORMATION EXCHANGE PORTFOLIO
YOUR EVIDENCE OF PROFICIENCY. ★

3. Activity 0 — Information Gap Detective

Mission

Before students learn **how to ask**, they must understand **why they are asking**.

Each team receives an incomplete Workplace Information Card.

For example:

PROJECT LAUNCH

Project: Campus Coffee App

Launch Date: ?

Target Customer: University Students

Budget: ?

Project Leader: Anna

Meeting Location: ?

Student Mission

Identify:

What information is missing?

Then convert each information gap into a question.

INFORMATION GAP



WHAT DO I NEED TO KNOW?



CHOOSE THE RIGHT QUESTION



ASK

Example

Gap: Launch Date



Tell me about the launch.



When is the app scheduled to launch?

Learning Message

Do not ask before you know what you need to know.

This operationalizes the source's concept of **purposeful questioning**—identifying an information gap and designing the question specifically to fill it.

ACTIVITY 0 — INFORMATION GAP DETECTIVE

MISSION

Before students learn how to ask, they must understand **why** they **are** asking.
Each team receives an **incomplete** Workplace Information Card.
For example:

PROJECT LAUNCH	
Project:	Campus Coffee App
Launch Date:	?
Target Customer:	University Students
Budget:	?
Project Leader:	Anna
Meeting Location:	?

STUDENT MISSION

Identify:
What information is missing?

Then convert each **information gap** into a **question**.

INFORMATION GAP

↓

WHAT DO I NEED TO KNOW?

↓

CHOOSE THE RIGHT QUESTION

↓

ASK

EXAMPLE

Gap: Launch Date

Tell me about the launch.

When is the app scheduled to launch?

LEARNING MESSAGE Do not ask before you know **what you need to know**.
This operationalizes the source's concept of **purposeful questioning**—identifying an information gap and designing the question specifically to fill it.

4. Activity 1 — Question Type Sorter ?

Mission

Discover that **different questions produce different kinds of information**.
Students receive Question Cards and sort them into five categories.

● OPEN-ENDED

How did you develop this idea?

Use it when:

You want explanation or insight.

● CLOSED-ENDED

Is the deadline Friday?

Use it when:

You want confirmation or a specific fact.

● PROBING

Could you explain why you chose this design?

Use it when:

You want more detail.

● HYPOTHETICAL

What would happen if the project were delayed?

Use it when:

You want to explore a possible situation.

● LEADING

Don't you think this design is better?

Use with caution:

The question may influence the answer.

These five types are explicitly distinguished in the Week 8 source.

Mini Challenge

The teacher announces:

“I need to know whether the customer approved the prototype.”

Teams have **10 seconds** to choose the best question type and formulate a question.

ACTIVITY 1 – QUESTION TYPE SORTER

MISSION Discover that different questions produce different kinds of information. Students receive Question Cards and sort them into five categories.

	OPEN-ENDED	CLOSED-ENDED	PROBING	HYPOTHETICAL	LEADING
Question Example	"How did you develop this idea?"	"Is the deadline Friday?"	"Could you explain why you chose this design?"	"What would happen if the project were delayed?"	"Don't you think this design is better?"
Use it when:	You want explanation or insight.	You want confirmation or a specific fact.	You want more detail.	You want to explore a possible situation.	The question may influence the answer.
Purpose	Get ideas / insight	Get specific facts	Get more detail	Explore possibilities	Guide the answer
Typical Answer	Detailed	Short / Yes or No	Extended	Predictive / Opinion	Biased
When to Use	Exploration	Confirmation	Deepen understanding	Planning & problem-solving	Use with caution

QUESTIONING TIPS

- Be clear and specific.
- Use polite language.
- Choose the right type.
- Focus on one question.

MINI CHALLENGE 10 SEC

The teacher announces:
“I need to know whether the customer approved the prototype.”

Teams have **10 seconds** to choose the best question type and formulate a question.

LEARNING MESSAGE

The right question leads to the right information.

Metro Station 08: Ask Clearly. Answer Accurately. Confirm Understanding.

5. Activity 2 — Question Repair Shop

Mission

Turn vague, confusing, or demanding questions into **clear professional questions**.

Teams receive broken questions.

BROKEN QUESTION 1



Can you tell me about the project?

REPAIR



Could you please provide an overview of the project timeline and key deliverables?

This example comes directly from the Week 8 material's guidance on specificity.

BROKEN QUESTION 2



What about the customer?

Students must ask:

What exactly do I want to know about the customer?

Possible repair:



Could you tell me which customer group gave the highest satisfaction score?

BROKEN QUESTION 3



Tell me the deadline.



Could you please confirm the project deadline?

The 4C Question Check

Before asking, check:

- CLEAR** — Is my question easy to understand?
- CONCISE** — Am I asking only what I need?
- CORRECT** — Am I using the right words?
- COURTEOUS** — Does it sound professional?

Learning Message

A better question produces a better answer.

ACTIVITY 2 — QUESTION REPAIR SHOP

MISSION Turn vague, confusing, or demanding questions into **clear professional questions**. Teams receive broken questions.

?

BROKEN QUESTION 1

Can you tell me about the project?

REPAIR

Could you please provide an overview of the project timeline and key deliverables?

★ This example comes directly from the Week 8 material's guidance on specificity.

Students must ask: What exactly do I want to know about the customer?

BROKEN QUESTION 2

What about the customer?

REPAIR

Could you tell me which customer group gave the highest satisfaction score?

Possible repair:

BROKEN QUESTION 3

Tell me the deadline.

REPAIR

Could you please confirm the project deadline?

Students must ask: What exactly do I want to know about the customer?

THE 4C QUESTION CHECK

Before asking, check:

CLEAR — Is my question easy to understand?

CONCISE — Am I asking only what I need?

CORRECT — Am I using the right words?

COURTEOUS — Does it sound professional?

LEARNING MESSAGE

A better question produces a better answer.

6. Activity 3 — Question Politeness Ladder

Mission

Students discover that grammatical correctness alone does not make a question professionally appropriate.

Start with:

● LEVEL 1 — COMMAND

Give me the project details.



● LEVEL 2 — DIRECT

Can you give me the project details?



● LEVEL 3 — POLITE

Could you please provide the project details?



● LEVEL 4 — PROFESSIONAL

Could you please provide further details regarding the project timeline?



🏆 LEVEL 5 — FORMAL PROFESSIONAL

I would be grateful if you could provide further details regarding the project timeline. The source explicitly recommends polite request forms such as **“Could you please...”** and **“I was wondering if you could clarify...”**, while discouraging demanding language.

ACTIVITY 3 — QUESTION POLITENESS LADDER

MISSION

Students discover that grammatical correctness alone does not make a question professionally appropriate.

Start with:

WHY POLITENESS MATTERS

- ✓ Shows respect
- ✓ Builds positive relationships
- ✓ Encourages helpful responses
- ✓ Promotes professional communication

SOURCE INSIGHT

Use polite request forms such as “*Could you please...*” and “*I was wondering if you could clarify...*”, while discouraging demanding language.

1

LEVEL 1 — COMMAND

Give me the project details.

↓

2

LEVEL 2 — DIRECT

Can you give me the project details?

↓

3

LEVEL 3 — POLITE

Could you please provide the project details?

↓

4

LEVEL 4 — PROFESSIONAL

Could you please provide further details regarding the project timeline?

↓

5

LEVEL 5 — FORMAL PROFESSIONAL

I would be grateful if you could provide further details regarding the project timeline.

LEARNING MESSAGE

Politeness is not about being weak.
It is about being professional and effective.

★
THE GOAL: Ask with respect. Get the information you need. Build strong relationships.

7. Activity 4 — The Answer Package

Mission

Now reverse the communication direction.

Students are no longer the person asking.

They are the **information provider**.

Give students this question:

“When will the prototype be ready?”

 **Poor Answer**

Soon.

 **Too Much Information**

Well, we started talking about it last month and then our designer...

 **Professional Answer**

The prototype will be ready by Friday, 15 August. We will send the testing link to the team by 3:00 p.m.

Teach students the:

4R Answer Package



PROFESSIONAL ANSWER



 **RELEVANT**

Answer the question.



 **RELIABLE**

Give correct information.



 **READABLE**

Make it easy to understand.



 **REQUIRED**

Include necessary details.

The original material stresses accuracy, relevance, conciseness, clarity, logical organization, and audience accessibility when providing information.

Golden Rule

Answer what was asked first. Add useful detail second.



ACTIVITY 4 — THE ANSWER PACKAGE

 **MISSION**

Now **reverse** the communication direction.
Students are no longer the person asking.
They are the **information provider**.



 **GIVE STUDENTS THIS QUESTION:**
"When will the prototype be ready?"

 **POOR ANSWER**
 Soon.
 

 **TOO MUCH INFORMATION**
 Well, we started talking about it last month and then our designer...
 

 **PROFESSIONAL ANSWER**
 The prototype will be ready by **Friday, 15 August**. We will send the testing link to the team by **3:00 p.m.**


 **WHY THIS MATTERS**
 The original material stresses accuracy, relevance, conciseness, clarity, logical organization, and audience accessibility when providing information.

TEACH STUDENTS THE:


4R ANSWER PACKAGE

PROFESSIONAL ANSWER

↓

 **RELEVANT**
 Answer the question.

↓

 **RELIABLE**
 Give correct information.

↓

 **READABLE**
 Make it easy to understand.

↓

 **REQUIRED**
 Include necessary details.

 **GOLDEN RULE**
Answer what was asked first.
Add useful detail second.




LEARNING MESSAGE

A clear, relevant, and well-organized answer builds trust and keeps communication effective.



8. Activity 5 — “I Don't Know” Professionally

This is especially important for first-year students.

Mission

Teach students that **professional communication does not require pretending to know everything**.

Question:

When will the new system launch?

Student does not know.

✗ Guess

Maybe next Monday.

✗ Invent

It will definitely launch next Monday.

✗ Escape

I don't know.

✓ Professional Response

I'm not certain about the exact launch date. Let me confirm it with the project team and get back to you.

This directly reflects the source's advice that if information is uncertain, the speaker should say so and offer to find out rather than provide unreliable information.

Learning Message

Accuracy is more professional than pretending to know.

ACTIVITY 5 — “I DON’T KNOW” PROFESSIONALLY

MISSION

Teach students that professional communication does not require pretending to know everything.

QUESTION:

When will the new system launch?

Student does not know.

WHY THIS MATTERS

- ✓ Honesty builds trust.
- ✓ Accurate information prevents problems.
- ✓ Offering to find out shows professional responsibility.
- ✓ Better communication leads to better results.

✗ GUESS

Maybe next Monday.

⚠ Not reliable. You are guessing.

✗ INVENT

It will definitely launch next Monday.

⚠ Not professional. You may be wrong.

✗ ESCAPE

I don't know.

⚠ Not helpful. It closes the conversation.

✓ PROFESSIONAL RESPONSE

I'm not certain about the exact launch date. Let me confirm it with the project team and get back to you.

✓ Honest
✓ Responsible

✓ Helpful
✓ Professional

LEARNING MESSAGE

Accuracy is more professional than pretending to know.

DON'T KNOW?
It's OK.

SAY SO
Be honest.

OFFER TO FIND OUT
Take action.

GET BACK WITH ANSWER
Close the loop.

REMEMBER

Professionalism is not about having all the answers. It's about handling uncertainty well.

9. Activity 6 — Context Switch

Mission

Students learn that the **same information need requires different language in different situations.**

Give every team the same goal:

You need more information about the project budget.

Then draw one Context Card.



CARD A — SENIOR MANAGER

Could you please provide further details regarding the project budget?



CARD B — CLIENT

Could you please clarify which costs are included in the proposed budget?



CARD C — TEAMMATE

Can you tell me more about the budget?



CARD D — CLOSE COLLEAGUE

Do you know how much budget we have left?

Students then identify:

WHO am I talking to?

WHY do I need the information?

HOW formal should I be?

The Week 8 source distinguishes formal client/senior-management contexts from more relaxed team interactions and also notes that channel, organizational power, jargon, and culture affect language choices.

Learning Formula

Audience + Purpose + Context → Language Choice

ACTIVITY 6 — CONTEXT SWITCH

MISSION

Students learn that the same information need requires **different** language in different situations.

GOAL FOR EVERY TEAM

You need more information about the **project budget**.

BUDGET

HOW IT WORKS

- 1 Give every team the same goal.
- 2 Draw one Context Card.
- 3 Formulate the most appropriate question for that audience.
- 4 Be ready to explain your choice!

CARD A — SENIOR MANAGER

CARD B — CLIENT

CARD C — TEAMMATE

CARD D — CLOSE COLLEAGUE

Could you please provide further details regarding the project budget?

★ Tone: Very Formal
Purpose: Detailed information for decision making

Could you please clarify which costs are included in the proposed budget?

★ Tone: Formal & Polite
Purpose: Clear information to build trust and clarity

Can you tell me more about the budget?

★ Tone: Neutral & Friendly
Purpose: Get information quickly for teamwork

Do you know how much budget we have left?

★ Tone: Informal & Casual
Purpose: Quick update among close peers

STUDENTS THEN IDENTIFY:

WHO
am I talking to?

- Position / Role
- Relationship
- Power distance

WHY
do I need the information?

- Decision making
- Problem solving
- Update / Coordination

HOW
formal should I be?

- Very formal
- Formal
- Neutral
- Informal

FACTORS THAT AFFECT LANGUAGE CHOICE

- CHANNEL** (e-mail, chat, meeting, phone)
- ORGANIZATIONAL POWER** (role, authority, hierarchy)
- JARGON & TERMINOLOGY** (technical words vs. plain English)
- CULTURE** (cultural norms & communication style)

SAME GOAL. DIFFERENT AUDIENCE. DIFFERENT LANGUAGE.
Professional communicators adapt to every context.

LEARNING FORMULA

AUDIENCE + PURPOSE + CONTEXT = LANGUAGE CHOICE

Who am I talking to?

Why do I need this information?

What is the situation?

THE RIGHT QUESTION IN THE RIGHT CONTEXT GETS THE RIGHT INFORMATION!

10. Activity 7 — Clarification Rescue 🔍

Mission

Students practice what to do when information is **unclear, incomplete, or confusing**.

Teacher intentionally gives an unclear instruction:

“Please finish that part before the meeting.”

Students must rescue the communication.

Level 1 — Identify the Gap

What does **“that part”** mean?

Which meeting?

What deadline?

Level 2 — Clarify

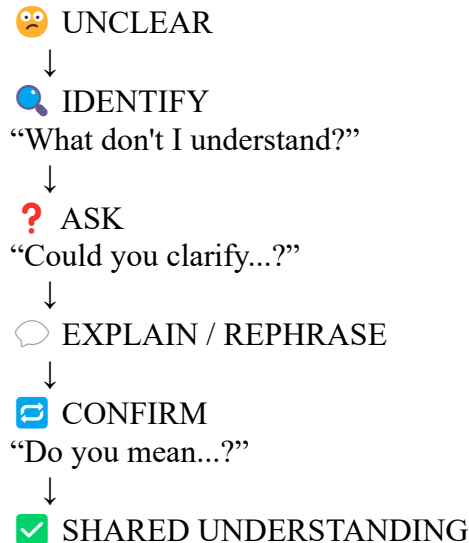
Could you clarify which section you would like me to complete?

Level 3 — Confirm

Just to confirm, you would like me to complete the customer analysis before the 2 p.m. meeting. Is that correct?

This mirrors the source's clarification sequence: identify confusion, ask a targeted question, rephrase or explain, and check understanding.

The Clarification Loop



ACTIVITY 7 — CLARIFICATION RESCUE

MISSION

Students practice what to do when information is unclear, incomplete, or confusing.

TEACHER GIVES AN UNCLEAR INSTRUCTION (ON PURPOSE)

"Please finish that part before the meeting."

STUDENTS MUST RESCUE THE COMMUNICATION

- ✓ Don't guess.
- ✓ Don't assume.
- ✓ Clarify.
- ✓ Confirm.
- ✓ Ensure shared understanding.

1 LEVEL 1 — IDENTIFY THE GAP

What is unclear?

- What does "that part" mean?
- Which meeting?
- What deadline?

2 LEVEL 2 — CLARIFY

Could you clarify which section you would like me to complete?

3 LEVEL 3 — CONFIRM

Just to confirm, you would like me to complete the customer analysis before the 2 p.m. meeting. Is that correct?

LEARNING MESSAGE

Good clarification saves time, prevents mistakes, and builds trust.

THE CLARIFICATION LOOP

- 1 UNCLEAR**
The message is unclear or incomplete.
- 2 IDENTIFY**
"What don't I understand?"
- 3 ASK**
"Could you clarify...?"
- 4 EXPLAIN / REPHRASE**
Provide more detail or rephrase.
- 5 CONFIRM**
"Do you mean...?"
- 6 SHARED UNDERSTANDING**
We are on the same page.

KEY TIPS FOR CLARIFYING

- Be specific in your question.
- Listen carefully to the response.
- Paraphrase to confirm.
- Always close the loop with confirmation.

11. Activity 8 — Direction Mission

Mission

One student has a destination.

Another student has a map.

They **must not show the map to each other.**

Student A

Excuse me, could you tell me how to get to the Creative Business Lab?

Student B

Certainly. Go straight along this corridor.

Turn left at the library.

The lab is next to the Digital Studio.

Student A

So I go straight, turn left at the library, and the lab is next to the Digital Studio. Is that correct?

Student B

Yes, that's correct.

The source recommends precise spatial language, recognizable landmarks, sequential instructions, and checking for understanding when giving directions.

Direction Formula

START → ACTION → LANDMARK → NEXT ACTION → DESTINATION → CONFIRM

ACTIVITY 8 — DIRECTION MISSION

MISSION

One student has a destination.
Another student has a map.
They **must not** show the map to each other.

COMMUNICATION RULES

- Do not show your card.
- Use clear and polite language.
- Give complete and ordered instructions.
- Use landmarks that are easy to recognize.
- Always check understanding.

TIPS FOR GIVING DIRECTIONS

- Use simple and precise words.
- Give one instruction at a time.
- Use landmarks (library, cafeteria, etc.).
- Use words: left, right, straight, next to, opposite.
- Confirm understanding at the end.

SAMPLE CONVERSATION

Student A
Excuse me, could you tell me how to get to the Creative Business Lab?

Student B
Certainly. Go straight along this corridor.
Turn left at the **library**.
The lab is next to the **Digital Studio**.

Student A
So I go straight, turn left at the library, and the lab is next to the Digital Studio. Is that correct?

Student B
Yes, that's correct.

LEARNING MESSAGE
Good directions save time and prevent confusion. Clear communication helps everyone reach the right destination.

EXAMPLE MAP (Student B's Map)

DIRECTION FORMULA

START	ACTION	LANDMARK	NEXT ACTION	DESTINATION	CONFIRM
Where to begin	What to do first	Use a landmark	What to do next	The final place	Check understanding

"START → ACTION → LANDMARK → NEXT ACTION → DESTINATION → CONFIRM"

Note: This map is for Student B only. Do not show it to Student A.

12. Activity 9 — Information Exchange Mission

Final Team Challenge

Now bring everything together.

Each pair receives a workplace scenario.

Scenario A — PROJECT MEETING

Student A needs information about the deadline.

Student B has the project schedule.

Scenario B — CLIENT REQUEST

Student A is the client.

Student B explains the service package.

Scenario C — DIGITAL STARTUP

Student A asks about the target customer.

Student B explains the customer profile.

Scenario D — EVENT PLANNING 🏠

Student A needs directions and event details.

Student B provides them.

Scenario E — UNCLEAR INSTRUCTION 😬

Student A receives an ambiguous instruction.

Student B must clarify it.

The 6-Step Exchange

Every conversation must demonstrate:

1 IDENTIFY

What information do I need?

**2 ASK**

Ask a clear question.

**3 LISTEN**

Understand the response.

**4 RESPOND**

Give relevant information.

**5 CLARIFY**

Resolve uncertainty.

**6 CONFIRM**

Check shared understanding.

This final simulation is particularly consistent with the source, which recommends **role-playing, simulations, discussions, adaptation to situations, and feedback** for developing professional information-exchange confidence.

ACTIVITY 9 – INFORMATION EXCHANGE MISSION

★ FINAL TEAM CHALLENGE

Now bring everything together.
Each pair receives a workplace scenario.



 Work in pairs. Practice professional information exchange in any scenario.

WORKPLACE SCENARIOS

SCENARIO A – PROJECT MEETING



Student A needs information about the deadline.
Student B has the project schedule.

SCENARIO B – CLIENT REQUEST



Student A is the client.
Student B explains the service package.

SCENARIO C – DIGITAL STARTUP



Student A asks about the target customer.
Student B explains the customer profile.

SCENARIO D – EVENT PLANNING



Student A needs directions and event details.
Student B provides them.

SCENARIO E – UNCLEAR INSTRUCTION



Student A receives an ambiguous instruction.
Student B must clarify it.

THE 6-STEP EXCHANGE

Every conversation must demonstrate:

1 IDENTIFY



What information do I need?

2 ASK



Ask a clear question.

3 LISTEN



Understand the response.

4 RESPOND



Give relevant information.

5 CLARIFY



Resolve uncertainty.

6 CONFIRM



Check shared understanding.

GOOD EXCHANGE CHECKLIST

- ☒ Clear and polite questions
- ☒ Active listening
- ☒ Accurate and relevant answers
- ☒ Clarification when needed
- ☒ Confirmation at the end

★ **SHARED UNDERSTANDING = SUCCESSFUL EXCHANGE**

WHY THIS MATTERS

- Builds confidence in real workplace communication.
- Helps you get accurate information quickly.
- Reduces mistakes and misunderstandings.
- Strengthens teamwork and professionalism.

SUCCESS CRITERIA

- ✓ All 6 steps are used in the conversation.
- ✓ Questions are appropriate for the context.
- ✓ Responses are clear, relevant, and courteous.
- ✓ The pair reaches shared understanding.

REFLECT & IMPROVE

After your role-play, share feedback.

What went well?

What can we improve?

13. 60-Second Information Exchange Challenge 🗣️

Each pair has **60 seconds**.

Student A

Must demonstrate:

ASK → PROBE → CLARIFY

Student B

Must demonstrate:

ANSWER → EXPLAIN → CONFIRM

Then they switch roles.

Performance Rules

No PowerPoint.

No complete script.

Students may use **one Information Card** only.

They should demonstrate:

-  **Clear Question**
-  **Polite Language**
-  **Active Listening**
-  **Accurate Answer**
-  **Relevant Detail**
-  **Clarification**
-  **Confirmation**

60-SECOND INFORMATION EXCHANGE CHALLENGE

MISSION: Exchange information clearly, politely, and professionally in just 60 seconds.

1 CHALLENGE OVERVIEW

Each pair has

2 ROLE RESPONSIBILITIES

STUDENT A

Must demonstrate:

ASK → **PROBE** → **CLARIFY**

STUDENT B

Must demonstrate:

ANSWER → **EXPLAIN** → **CONFIRM**

Then they **switch roles** and repeat the challenge!

3 PERFORMANCE RULES

- No PowerPoint.
- No complete script.
- Students may use one Information Card only.

4 WHAT YOU SHOULD DEMONSTRATE

1 CLEAR QUESTION

Ask specific and easy-to-understand questions.

2 POLITE LANGUAGE

Use courteous and professional language.

3 ACTIVE LISTENING

Listen carefully and show that you understand.

4 ACCURATE ANSWER

Give correct and trustworthy information.

5 RELEVANT DETAIL

Provide information that is relevant and useful.

6 CLARIFICATION

Ask or provide clarification when something is unclear.

7 CONFIRMATION

Check understanding and confirm the information.

5 EXAMPLE FLOW (60 SECONDS)

A

STUDENT A

→ **ASK** → **PROBE** → **CLARIFY** ↔ **ANSWER** → **EXPLAIN** → **CONFIRM** → **B**

STUDENT B

SUCCESS MINDSET

Good communication is not about talking more. It's about **understanding** clearly!

★ BE CLEAR. BE POLITE. BE PROFESSIONAL. MAKE **EVERY SECOND** COUNT!

14. Peer Feedback — 2 Stars + 1 Question ★

★ STAR 1 — ASKING

One question that was very clear was...

★ STAR 2 — ANSWERING

One response that was useful was...

? ONE QUESTION

One question you could ask next is...

Feedback Rule

Clear. Specific. Helpful. Respectful.

PEER FEEDBACK — 2 STARS + 1 QUESTION

Purpose: Help your partner grow by sharing what was good and what could be explored next.

★ STAR 1 — ASKING

One question that was **very clear** was...

Example:
The question was specific and used polite language.

★ STAR 2 — ANSWERING

One response that was **useful** was...

Example:
The answer was accurate, complete, and easy to understand.

? ONE QUESTION

One question you could ask next is...

Example:
This question helps go deeper and improves understanding.

FEEDBACK RULE
Clear. Specific. Helpful. Respectful.

CLEAR
Easy to understand.

SPECIFIC
Give concrete examples.

HELPFUL
Focus on growth and improvement.

RESPECTFUL
Be kind, polite, and supportive.

REMEMBER:

Great feedback helps your partner today and makes both of you better communicators tomorrow!

15. AI Activity — AI Information Exchange Coach

I would continue the responsible-AI structure established in Weeks 6–7:

Student Thinks → Student Communicates → AI Helps → Student Reviews → Student Decides

Student Prompt

I am a first-year university student learning English for Creative Business.

Here is my professional communication situation:

[Describe the situation.]

Here is the question I want to ask:

[Write your question.]

Do not replace my situation with a new one.

Help me:

1. make my question clearer;
2. identify whether it is open, closed, probing, hypothetical, or leading;
3. make it more professional and polite;
4. suggest one useful follow-up question;
5. show me an example of a clear and relevant answer;
6. suggest a clarification question;
7. keep the English at CEFR A2–B1 level; and
8. explain why your changes improve professional communication.

Keep my original meaning.

AI Learning Principle

Use AI to improve the exchange—not to invent the information.

16. Metro Passport — Station 08

Self-Check: I CAN...

Capability	Not Yet	Almost	Yes!
Identify the information I need	☐	☐	
Ask a clear question	☐	☐	
Choose an appropriate question type	☐	☐	
Ask politely and professionally	☐	☐	
Give accurate information	☐	☐	
Give relevant and concise information	☐	☐	
Adapt my language to the situation	☐	☐	
Ask for clarification	☐	☐	
Give clear directions and details	☐	☐	
Confirm shared understanding	☐	☐	

Capability Badge



INFORMATION EXCHANGE BUILDER



METRO PASSPORT

Small Steps → Big Communication → Global Opportunities

STATION 08 →

Self-Check: I CAN...

Be better every day!



		Capability	 Not Yet	 Almost	 Yes!
1		Identify the information I need	☐	☐	
2		Ask a clear question	☐	☐	
3		Choose an appropriate question type	☐	☐	
4		Ask politely and professionally	☐	☐	
5		Give accurate information	☐	☐	
6		Give relevant and concise information	☐	☐	
7		Adapt my language to the situation	☐	☐	
8		Ask for clarification	☐	☐	
9		Give clear directions and details	☐	☐	
10		Confirm shared understanding	☐	☐	



 **Capability Badge**



INFORMATION EXCHANGE BUILDER

Better Questions
Better Connections
Bigger Opportunities

17. Evidence of Learning

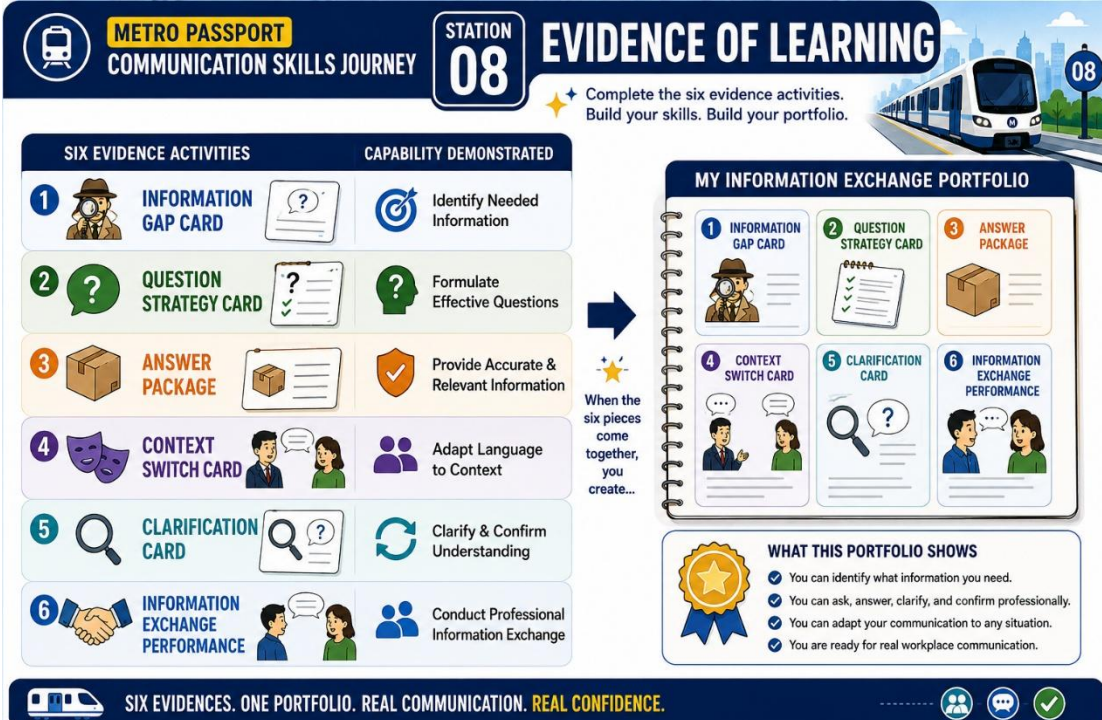
I recommend **not** assessing Week 8 through a quiz alone.

Students should leave Metro Station 08 with six visible pieces of evidence:

Evidence	Capability Demonstrated
 Information Gap Card	Identify Needed Information
 Question Strategy Card	Formulate Effective Questions
 Answer Package	Provide Accurate & Relevant Information
 Context Switch Card	Adapt Language to Context
 Clarification Card	Clarify & Confirm Understanding
 Information Exchange Performance	Conduct Professional Information Exchange

When the six pieces come together, each student creates:

MY INFORMATION EXCHANGE PORTFOLIO



METRO PASSPORT
COMMUNICATION SKILLS JOURNEY

STATION 08

EVIDENCE OF LEARNING

Complete the six evidence activities.
Build your skills. Build your portfolio.

SIX EVIDENCE ACTIVITIES	CAPABILITY DEMONSTRATED
1  INFORMATION GAP CARD	 Identify Needed Information
2  QUESTION STRATEGY CARD	 Formulate Effective Questions
3  ANSWER PACKAGE	 Provide Accurate & Relevant Information
4  CONTEXT SWITCH CARD	 Adapt Language to Context
5  CLARIFICATION CARD	 Clarify & Confirm Understanding
6  INFORMATION EXCHANGE PERFORMANCE	 Conduct Professional Information Exchange

When the six pieces come together, you create...

MY INFORMATION EXCHANGE PORTFOLIO

WHAT THIS PORTFOLIO SHOWS

- ✓ You can identify what information you need.
- ✓ You can ask, answer, clarify, and confirm professionally.
- ✓ You can adapt your communication to any situation.
- ✓ You are ready for real workplace communication.

SIX EVIDENCES. ONE PORTFOLIO. REAL COMMUNICATION. REAL CONFIDENCE.

18. Week 8 Capability Map

 WEEK 8

INFORMATION EXCHANGE BUILDER

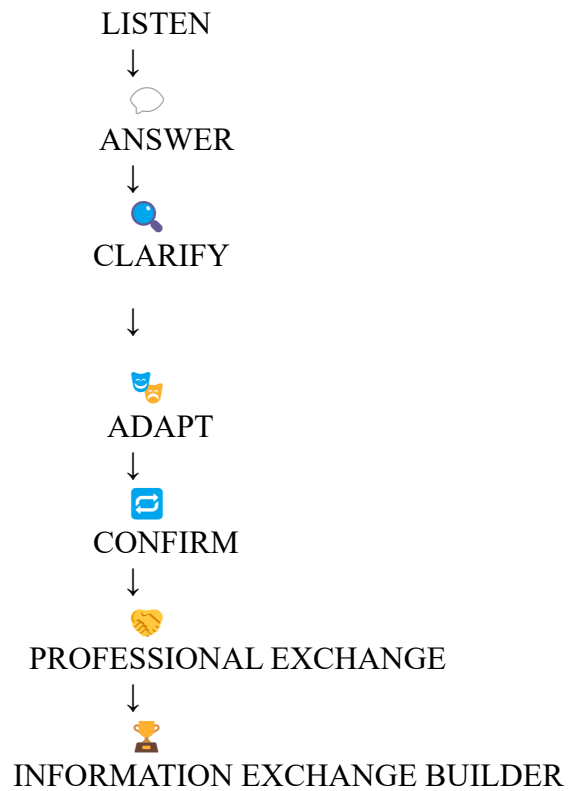


INFORMATION GAP



QUESTION





Final Message

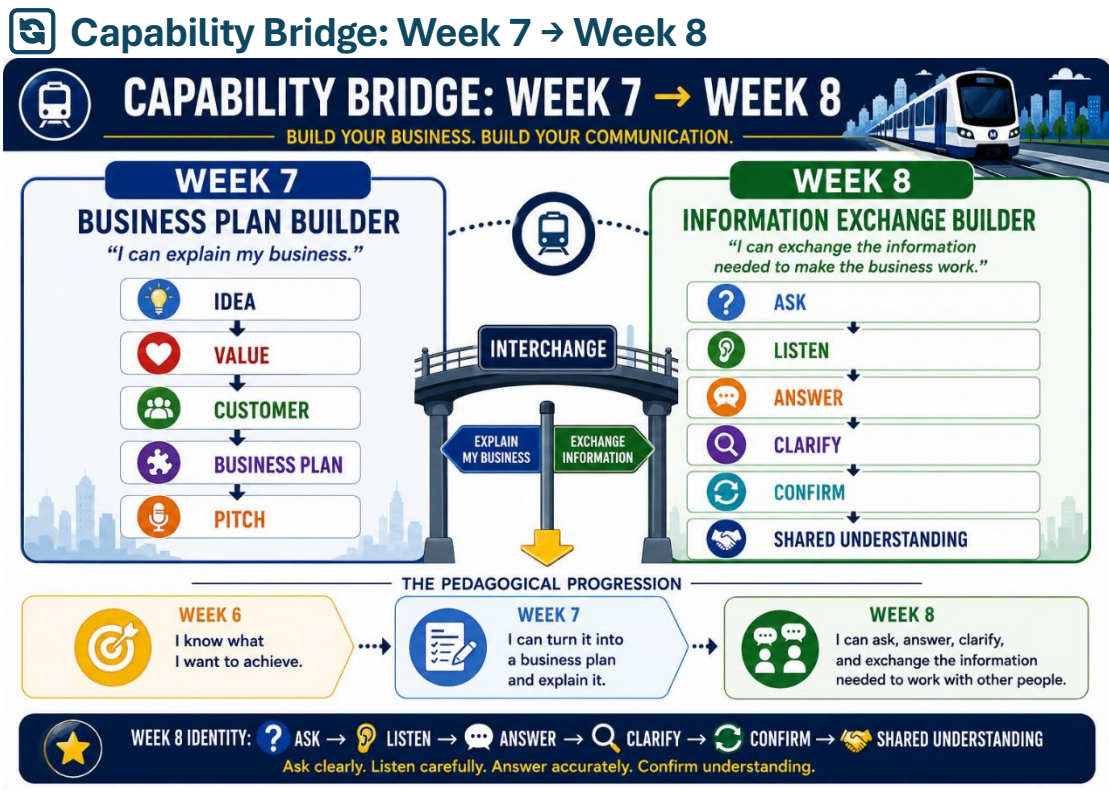
“Professional communication is complete only when information becomes shared understanding.”

Metro Station 08

Ask Clearly. Listen Carefully. Answer Accurately. Confirm Understanding.

🏆 Station 08 Completed — INFORMATION EXCHANGE BUILDER



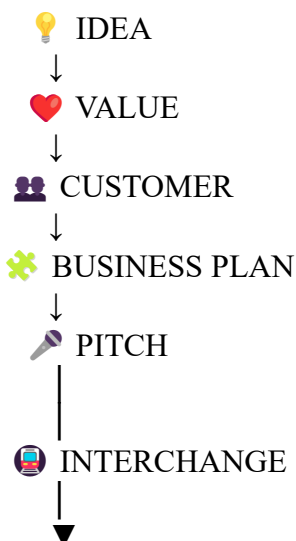


The course progression visible to first-year students:

WEEK 7

BUSINESS PLAN BUILDER

“I can explain my business.”



WEEK 8

INFORMATION EXCHANGE BUILDER

“I can exchange the information
needed to make the business work.”



ASK



LISTEN



ANSWER



CLARIFY



CONFIRM



SHARED UNDERSTANDING

The pedagogical progression is therefore:

Week 6 — I know what I want to achieve.

Week 7 — I can turn it into a business plan and explain it.

Week 8 — I can ask, answer, clarify, and exchange the information needed to work with other people.

This is particularly well aligned with the original Week 8 conclusion: learners should finish the week able to ask effective questions, provide accurate and relevant information, adapt language across professional contexts, and confidently navigate information exchange in creative-business and digital-technology settings.

Week 8 its own identity around ? ASK →  LISTEN →  ANSWER →  CLARIFY →  CONFIRM →  SHARED UNDERSTANDING.