LEARNER SHEET / B1-B2 / 20 MINUTES

First Lesson English Snapshot

Help a new English conversation group choose where to meet for the first time.

Name _____ Date _____

01 Choose and explain

6 MIN

Choose one option. Give a reason and explain why it suits the group better than the other option. Your teacher will give you a new detail. Say what you would keep or change, then ask one question before you decide.

OPTION A

Community room

Wednesday, 6:00-7:00 p.m.

Free and quiet. Bring your own drinks.

OPTION B

Bookshop café

Saturday, 11:00 a.m.-noon

Easy to get to. Everyone buys a drink.

02 Write to the group

7 MIN

Write a short message, aiming for **50-70 words**. Confirm where and when you will meet, explain why, and ask one useful follow-up question. Use the plan you reached after speaking.

03 Try one part again

7 MIN

Listen to one tip. Say that part again or rewrite one or two sentences. Then agree what you want to practise next lesson.

My next goal _____

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TEACHER OBSERVATION SHEET / ONE PER LEARNER

What did you notice?

Mark what happened on the **first attempt**. Note one phrase or example so your next lesson is based on something you heard or read.

Learner _____ Date _____

I Independent **H** With help **N** Not yet shown **—** Not observed

SKILL	FIRST TRY	EXACT WORDS / EVIDENCE
Explain a choice Gives a reason and compares both options.	○ I ○ H ○ N ○ —	
Adapt and follow up Responds to the new detail and asks a useful question.	○ I ○ H ○ N ○ —	
Make the message useful Confirms the plan, gives a reason and asks a question.	○ I ○ H ○ N ○ —	
Make meaning clear Uses language the listener or reader can follow.	○ I ○ H ○ N ○ —	

After the retry

One tip I gave _____

What changed? What still needed help? _____

PLAN LESSON TWO

Keep building on _____

Practise next _____

I'll know it worked when _____

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ONE-PAGE TEACHER GUIDE / 1:1 OR SMALL GROUP

Run it. Then plan lesson two.

Print page 1 for each learner and page 2 for each learner you'll observe. Keep this guide for yourself.

01 Speak

0:00-6:00

Allow 1 minute to read, 2 to explain, then 3 to adapt and ask. In pairs, split speaking time evenly and read the change once both have given their first answer. Wait before helping and note any extra prompt.

Read aloud after the first answer. "Several people can't stay for the full hour. How would you change the plan so they can still take part?"

02 Write

6:00-13:00

Give 5 minutes to draft and 2 to reread. Check whether a reader would know where and when to go, why the plan makes sense, and what to reply to. Keep model phrases for the feedback stage.

03 Give feedback and retry

13:00-20:00

Take 2 minutes for one strength and one tip, 3 to retry, and 2 to agree a goal. In small groups, pairs can give each other a tip on clarity. Observe one or two learners closely and mark "not observed" where needed.

Turn one observation into one next step

CHOICES NEED A REASON

Give this tip: "Name one detail that makes your choice better for this group." Next lesson, compare two fresh options and give a specific reason for each.

THE CONVERSATION STOPS

Give this tip: "Ask about a detail you genuinely need to know." Next lesson, practise responding to a change and asking a relevant follow-up without a prompt.

THE MESSAGE LEAVES A GAP

Give this tip: "Make it clear what you need the reader to do." Next lesson, practise short confirmation messages and have a partner identify the plan and reply.

Use it as a snapshot, not a placement test. One short task cannot confirm a CEFR level. Try a goal you can hear next time: "Ask one relevant follow-up without a prompt."

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