

What do you need English for?

NA1 | Adults and older teens | Short notes or spoken answers are welcome

We will use your answers to choose a useful starting point. You can pass a question, use an invented example or ask your teacher to help write the answers.

Name or initials: _____ **Date:** _____

1. What would you like to do more easily?

For example: talk to colleagues, make a call, travel, study or write messages. Who do you communicate with? Where or how often?

One situation and the people involved:

2. What happened last time?

What went well? What was difficult? What help did you use? You can choose a simple or fictional example.

My example:

3. What is most useful to work on first?

What would you like to do by yourself? Is there an important date? What can wait?

My first priority and why:

4. What helps you learn?

Talking, examples, trying again, reading, writing, feedback or something else? Tell us about support you need or anything you prefer to avoid.

What helps me:

5. What time and tools do you have?

Lesson length, time between lessons, phone or computer. What is realistic on a busy week?

My time, tools and busy-week plan:

Our first small task: _____

We will review the plan on: _____

Give a delivery update

NA1 | Read, talk to Sam and write a short message

You are Alex. Your teacher is your colleague Sam. These details are fictional. Read your notes, then explain the change to Sam.

1. Read your notes

It is Monday at 10:00.

Delivery: expected this Wednesday; now expected this Friday.

Why it matters: a customer visit is planned for this Thursday at 10:00.

Your idea: move the visit to next Monday at 10:00. This is only a proposal. Sam and the customer have not agreed yet.

Your next action: ask the supplier and customer about the arrangements by 15:00 today.

Your next update to Sam: 16:00 today, even if some answers are still unknown.

2. Talk to Sam

Take one minute to prepare. Speak for up to one minute. Explain what changed, why it matters and what you suggest. Answer Sam's question. Agree what happens next.

A few words to help me speak:

3. Write a short message

Take up to three minutes. Confirm the change, the next step you discussed and when Sam will hear from you. Keep the message consistent with your conversation.

Message to Sam:

You can ask about a word or ask Sam to repeat. After the task, tell your teacher what was easy, difficult or useful.

Explain a new delivery change

NA1 | Use these notes to practise an update and a reply

You are Alex. Your teacher is your colleague Sam. These details are fictional. Read your notes, then explain the change to Sam.

1. Read your notes

It is Monday at 10:00.

Delivery: expected this Thursday; now expected next Monday.

Why it matters: a customer demonstration is planned for this Friday at 14:00.

Your idea: suggest next Tuesday at 14:00. You can also attend next Wednesday at 14:00.

Ask what works for Sam; the customer has not agreed to a new date.

Your next action: ask the supplier and customer about the arrangements by 13:00 today.

Your next update to Sam: 14:00 today, even if some answers are still unknown.

2. Talk to Sam

Take one minute to prepare. Speak for up to one minute. Explain what changed, why it matters and what you suggest. Answer Sam's question. Agree what happens next.

A few words to help me speak:

3. Write a short message

Take up to three minutes. Confirm the change, the next step you discussed and when Sam will hear from you. Keep the message consistent with your conversation.

Message to Sam:

After feedback, practise one useful change and try the short exchange again.

Explain a room-booking change

NA1 | Read new facts, discuss them and write a message

You are Alex. Your teacher is your colleague Sam. These details are fictional. Read your notes, then explain the change to Sam.

1. Read your notes

It is Monday at 10:00.

Room: your booking for this Tuesday at 11:00 has been cancelled. The venue offers this Thursday at 11:00 or 14:00; neither new slot is booked yet.

Why it matters: a team briefing is planned for this Wednesday at 11:00.

Your idea: move the briefing to Thursday at 11:00. You can attend either Thursday slot. Ask Sam which works.

Your next action: confirm the chosen room slot with the venue by 11:00 today.

Your next update to Sam: 12:00 today, even if the venue has not confirmed.

2. Talk to Sam

Take one minute to prepare. Speak for up to one minute. Explain what changed, why it matters and what you suggest. Answer Sam's question. Agree what happens next.

A few words to help me speak:

3. Write a short message

Take up to three minutes. Confirm the change, the next step you discussed and when Sam will hear from you. Keep the message consistent with your conversation.

Message to Sam:

Use your own words. You can ask Sam to repeat or clarify. Afterwards, check the plan together and choose what to work on next.

One learner. A starting plan.

NA1 | Adapt the needs conversation | Workplace task examples: A2-B1

Purpose: connect the learner's priority, situation and practical constraints to a relevant sample and a provisional teaching choice. This is a reusable conversation/planning tool with original learner task cards. All Alex/Sam examples are fictional. One task does not establish a CEFR level or general listening ability.

Share selectively

Page 1 is the learner form. Page 2 is the starting card; page 3 is the supported practice/backup; page 4 is the fresh lesson-two review. Give each only when needed. Keep pages 5-7 with you. Use separate downloads online; do not share the full pack or teacher models before the starting sample.

Complete the form orally or together. Simplify wording, use another language where helpful and check your summary. The form is not an extra reading test. Ask only for details that help planning; invented examples and live notes are enough. No recording is required.

A 30-minute needs conversation

0-3: explain the purpose and comfortable ways to answer.

3-11: discuss task, audience, setting and a recent example. Ask what already works, not only what is difficult.

11-15: agree one first priority, lesson balance, access support, realistic practice and a busy-week backup.

15-22: use a relevant small sample. If the workplace case fits, give page 2: one minute preparation, up to one minute speaking, Sam's follow-up and up to three minutes writing. Record vocabulary help, prompts and other support. Do not teach the complete answer first.

22-27: compare what the learner reports with what happened in the sample. Choose one starting target and the first teaching move.

27-30: check the summary with the learner, agree a small practice task and review after two lessons. Ask what you missed.

Completed example: Alex

Need: weekly online delivery updates to Sam, followed by a short message. Desired result: Sam understands the change, its effect, the proposed next step and exact update time.

Experience: Alex reports feeling rushed by questions. Check what happens in a task; a written sample cannot show confidence or pace.

Priority: delivery updates first; presentations can wait.

Preferences: plenty of speaking, a short model, feedback after trying; accepts brief writing that serves the message.

Constraints: one 45-minute online lesson weekly, 15 minutes home practice, phone/laptop; no confidential documents.

Plan to confirm: practise an update, question/reply and matching message, then review with a new situation. If writing or question comprehension is the actual gap, change the focus.

For other goals, choose a matching sample with the learner: e.g. checking a travel booking, asking about study work or writing a personal message. The fully supplied cards here illustrate the workplace route; do not force every learner into it.

Hear the message. Check the plan.

NA1 | Keep these details and models away from initial learner attempts

Take Sam's role consistently

Starting card, page 2: next Monday 10:00 works for Sam. Ask: **Has the customer agreed to Monday?** If asked, say it works for you, but the customer must still be asked. Listen for changed delivery, Thursday visit affected, Monday proposal, checks by 15:00 and update at 16:00 today.

Practice card, page 3: next Tuesday 14:00 does not work for Sam; next Wednesday 14:00 does. Ask: **Tuesday at two is not possible for me. Could we use Wednesday at two instead?** Learner can accept provisionally, check supplier/customer by 13:00 and update at 14:00 today. Customer agreement is unknown.

Review card, page 4: Sam is unavailable Thursday 11:00 but free at 14:00. Ask: **I can only attend Thursday at two. Does that fit the room options?** Learner can propose Thursday 14:00, confirm the venue slot by 11:00 and update at 12:00 today. New room booking remains unconfirmed.

A model to use after the first attempt

The delivery is now expected this Friday instead of Wednesday. Our customer visit is on Thursday, so could we move it to next Monday at ten? I'll ask the supplier and customer about the arrangements by three today and update you at four. Would Monday work for you?

Sam: Monday at ten works for me. Has the customer agreed?

Alex: Not yet. I'll check and include that in my four o'clock update.

Possible matching message: The delivery is now expected this Friday, not Wednesday. Next Monday at 10:00 works for you for the customer visit, but the customer has not agreed yet. I'll ask the supplier and customer by 15:00 today and update you at 16:00.

Turn evidence into a teaching decision

Fictional first attempt: Delivery Friday, first Wednesday. Client Thursday. I call today. I tell you later.

Written: Delivery come Friday. Visit Monday. I update at 4.

What this shows: some key days named, change unclear, update vague in speech, Monday presented as settled in writing. It does not show pronunciation, pace, confidence or general listening from the printed words.

Teaching choice: rehearse change → effect → proposal/check → precise update time. Model expected this Friday, could we move and I'll update you at ... Use spoken and written versions; check that the written message keeps the same agreement/unknowns.

Accept accurate alternatives

Plain, concise wording is welcome. The exact model is not required. A different proposal is valid only if supported by the card and listener facts; do not invent a confirmed booking, customer acceptance or guaranteed delivery. If the reply is unclear, ask once naturally and record that help. During a teaching stage, give selective feedback and another attempt; during a first sample, note what happened before supplying the model.

Let the evidence change the plan

NA1 | Two 45-minute lesson plans | Review together after lesson two

Lesson one: make the update usable

0-5: confirm Alex's priority and recap the initial sample.

5-12: compare one first-attempt extract with the page 6 model. Identify what Sam can understand or do.

12-20: practise days/times, a request and a reply. Use short connected exchanges, then reduce prompts.

20-30: give page 3. Prepare, update Sam, handle the alternative Wednesday slot and confirm what still needs checking.

30-38: write a matching message, select one target, revise and check its effect.

38-45: keep a short example and the support used. Agree realistic practice and explain the review after lesson two.

Between lessons: 15 minutes, with a backup

Five minutes: choose/invent a change. Five: prepare a short spoken update. Five: write a matching message. No confidential details needed. On a busy week, skip preparation: page 3 is the supplied practice backup. Keep page 4 unseen for lesson two; do not use it as homework.

Lesson two: a new situation before feedback

0-5: check priorities and any home practice without pre-teaching the fresh answer.

5-12: give page 4 and take the first sample with comparable preparation/support: one minute prepare, up to one minute speak, Sam's different follow-up and up to three minutes message.

12-20: compare change, effect, proposed next step and update time. Ask the learner what helped and what is useful outside class.

20-30: teach one remaining gap and rehearse a short reply.

30-38: retry the update/message with the selected target; keep this separate from the fresh first attempt.

38-45: review the evidence and support, confirm or change the priority, and agree the next task.

Reusable planning record

Learner / date / priority task and audience: _____

Learner's account and what they want: _____

Sample / exact words / listener response / support: _____

First teaching choice and why: _____

Practice task / busy-week backup: _____

Review date / task / support to retain: _____

What changed / learner's view / next decision: _____

Do not turn success on one familiar follow-up into general listening ability. The new task has different content and questions; note its demands and help used. Keep learner reports separate from observed samples. If the spoken update works but the message loses facts, prioritise writing. If the question causes difficulty, inspect comprehension and try a new question after teaching. This pack has editorial checks, not classroom effectiveness evidence.