A small routine. Visible progress.

Teacher guide | Adaptable record; supplied speaking example B1 | Adults and teens

Purpose: agree one useful goal, keep first attempts, notice support and choose the next teaching step. This is a six-check review routine, not a complete course or a formal level assessment. Six checks may take longer than six calendar weeks.

Prepare and share

Give learners pages 2-3. Page 5 contains six separate task cards: cut or digitally crop them and share only the named card when needed. Do not share the whole page before the starting sample. Pages 1, 4 and 6 are teacher-only. Keep the final card, later transfer and models on page 6 unseen. No recording is required; take notes. If recording, agree it and follow your setting's arrangements.

1. Agree a manageable goal

Choose a task that matters: a clear request, a short update or understanding a message. Agree two or three signs of a useful response. For the supplied B1 example: communicate a completed action, an unresolved issue and a next action, then answer one relevant question. Adapt the record for other goals; do not describe these speaking cards as listening practice.

2. Keep an honest starting point

Use card S before teaching this target. Allow two minutes and three keyword notes, no full script, then an update of up to one minute. Do not supply a model first. Note any vocabulary explanation, extra time or prompt. Ask the standard listener question on page 6; separate it from an extra rescue prompt.

3. Check, teach and retry

Use cards C1-C5 at checks 1-5. Start with the requested first attempt, then teach one useful point. Offer a supported route: locate the facts, rehearse a sentence, try again. Or follow a learner's interesting explanation, then return to the update goal. Keep the first attempt and retry separate. Allow about five minutes per short check, longer if teaching is needed.

4. Review and compare carefully

At check 3, ask whether the goal and home practice still fit. At check 6 use the private final card with the same preparation, notes, time and standard question as S. First collect the attempt, then feedback/retry. These are parallel classroom tasks, not calibrated tests. Note differences in familiarity, vocabulary and support; make a narrow comparison.

Online, one-to-one and next steps

Online: send pages 2-3 privately; share one card at a time. In groups, hear named individuals before pairs rehearse. One-to-one: take the listener role without completing the message for the learner. Missing/unheard work is missing evidence. Invite a real or fictional goal; learners may pass on personal details. Choose one next step together, not a promised level change.

What might this look like?

Teacher-only worked example | All people, events and observations are fictional

Alex's goal and starting sample

Alex wants to give a short work update: completed action, current problem, next action and one follow-up answer. Alex initially plans two brief home rehearsals. With card S, two minutes and three keyword notes, Alex says the booking is confirmed but omits contacting the supplier tomorrow. Two extra prompts are needed. Keep Alex's actual words or notes, not just "weak".

Checks 1 and 2: one useful teaching point

C1 focuses on a completed action: an explicit time phrase helps the listener. C2 gives the problem and next action; after the first attempt, help Alex make both clear. Save first attempts and retries separately. If the listener supplies the missing action, record that help.

Check 3: listen to the learner again

Use C3 before showing an answer. Alex communicates all three points with one extra prompt. The goal is still useful, but two home rehearsals were unrealistic. Alex chooses one. Record that practice change; do not present the midpoint as an unseen final test.

Checks 4 and 5: same purpose, new details

Use C4 and C5 without rehearsing the final card. Follow an interesting explanation, then return to what the listener understood. Teach a useful clarification such as Could you repeat the question? after first evidence is collected. Track vocabulary help as well as grammar prompts.

Check 6: compare with limits

The final card is new. With the same two-minute preparation, three-keyword allowance and standard question, Alex communicates all three points and answers without extra prompts. A tense error remains, but the listener can identify the plan. In these samples, Alex completed more of this task and needed less help. This is not a general English-level judgement or proof of lasting independent use.

A later use and an actual decision

Hold back the optional visit card on page 6 until a later lesson. It changes context, so note vocabulary familiarity and the interval. If Alex misses the next action until asked, record that prompted answer separately. Next teaching step: make the action and time explicit, then try a different first attempt later. A report of use outside class is useful additional evidence, not an observed classroom sample.

Use the record for other goals

Writing: keep messages and check whether a reader can act. Listening: use genuinely comparable audio and a response task, not these printed cards. For beginners, younger learners or access needs, use pictures, oral reflection or teacher notes. Explain what was adjusted. The linked episodes discuss checks/goals; they do not prescribe this six-week schedule. Classroom timing and outcomes remain untested.

Keep these tasks private

Teacher-only final card, listener questions and answer guidance

Final card: reveal only at check 6

Share only this prompt: “The report is sent. Some figures are missing. You will ask a colleague for the figures today. Give an update: what is finished, what is the problem and what will you do next?” Same conditions as S: two minutes, three keywords, up to one minute, no script/model before first attempt. Ask: When will you ask your colleague? Record additional prompts separately.

Standard listener questions and facts to hear

Card	Ask after the first update	Required factual answer
S	When will you contact the supplier?	Tomorrow. Booking confirmed; no supplier reply; future contact.
C1	When did you send it?	Yesterday; invitation already sent.
C2	When will you call?	This afternoon; equipment not arrived; future call.
C3	When will you email the speaker?	Today; room booked; speaker not confirmed; future email.
C4	Who will you ask for help?	Office manager; slides ready; broken printer; this morning.
C5	When will you ask for another time?	Tomorrow; timetable sent; colleague unavailable.

Models: only AFTER collecting first attempts

S: The booking is confirmed, but the supplier hasn’t replied. I’ll contact them tomorrow. Final: The report is sent, but some figures are missing. I’ll ask a colleague for them today. Accept natural alternatives. For C1-C5, require only the printed facts/parts; do not demand one memorised tense or wording. A future plan must not become an invented completed action.

A later, optional new-context card

Share only later: “You booked the visit tickets. One friend has not confirmed whether they can come. You will ask that friend this evening. Give an update so the listener understands what is ready, what is uncertain and what happens next.” Ask: When will you contact your friend? Key: tickets booked; friend unconfirmed; ask this evening. Same preparation/notes, but record the new context and interval. Do not assume equal difficulty.

Evidence, feedback and retry

Note each point heard before a rescue prompt; the standard question is part of this task. Record the reply and extra help. Give one success and one next step, then retry. Clear content may coexist with a tense error. Incomplete content may reflect an unfamiliar word. Use the observed reason to plan teaching, not a general score or promised level. Keep the final and later first attempts distinct from rehearsals.