GIA SƯ SV

A1 ENGLISH

Learn · Practise · Use

STUDENT WORKBOOK

12 units · 60 core sessions · 24 skills sessions
696 learning questions + 80 outcome-check questions
Reading · Listening · Speaking · Writing

Use English in everyday life.
Try first. Check the reason. Use new facts.

English first, with Vietnamese help. Original practice material for the A1 range. Completion is a study record, not an A1 certificate.

Open the course and audio
giasutainha.edu.vn/a1-tu-hoc
Scan or tap.

Expanded edition · 14 November 2026 · 2026.11.14.1

Start and study well

Study everyday English in 12 units. Read, listen, speak and write. Keep your work. Use new tasks to check what you can do.

Lộ trình kết hợp 60 buổi A1 đã có với 24 buổi luyện kỹ năng mới và hai bộ kiểm tra cuối chặng. Có câu hỏi, đáp án đầy đủ, âm thanh, bài nói, bài viết và hướng dẫn ôn lại.

New to English?

Start with the ten foundation topics. Practise names, numbers, simple sentences and asking for repetition. Then come back to Unit 1.

Know the basics?

Start at Unit 1. Try the tasks before reading the models. Use the foundation course again only where you need help.

Already studied A1?

Try Outcome check A with fresh answers. Keep separate reading, listening, writing and speaking records. Use the units to repair weak areas. Save check B for later.

Open the ten-topic foundation course

How the two books work

The workbook gives inputs, full questions and space for your work. The answer book repeats all questions and choices, gives full answers and reasons, and adds transcripts and examples. Try before opening the answer book. Models are possible responses; other clear answers can work.

Before

Read the goal. Recall five useful words. Say or write one first answer without a model.

During

Read or listen for a purpose. Try the questions. Check the full answers. Find the evidence. Practise a new conversation and a useful message.

After

Keep your first attempt and revision. Return after 1, 3 and 7 days. Change the people, time or place. Ask a listener or reader what they understood.

Result

Keep a new reading/listening result, a spoken attempt, a real exchange and a revised message. A completed page shows study; a fresh task shows what you can use.

Try in English first. Turn on Vietnamese help when you need it. For listening, try twice before opening the transcript. Record extra plays, slower speed, translation, models and help from another person.

Ask your partner: What did you understand? What was unclear? Choose one missing fact and one language point to improve. Do the task again with different facts. A friend can check fixed

facts; ask a capable English speaker or teacher about uncertain language. Solo recordings are useful rehearsal. A real two-way exchange needs another person.

Your route and outcomes

Each unit has five 90-minute core sessions and two 60-minute skills sessions: about 9.5 hours of planned activity. Twelve units total about 114 hours, plus foundation work, spaced review and outcome checks. A steady route is one unit over two weeks, about 4.75 hours per week. A faster route is one unit per week. These are planning estimates for self-study, not measured guided-learning hours or a promise of A1 attainment.

Gợi ý học một chủ đề trong hai tuần, khoảng 4 giờ 45 phút mỗi tuần; học nhanh hơn có thể hoàn thành một chủ đề mỗi tuần. Tổng khoảng 114 giờ hoạt động được thiết kế, chưa tính phần nền tảng, ôn cách quãng và kiểm tra. Không quy đổi máy móc thành giờ học có hướng dẫn hoặc bảo đảm trình độ.

Session	Focus / time	What to do
1	Core reading / 90 min	Recall 5 min; words and reading 25; questions and evidence 20; spoken description 15; writing and review 25.
2	Core listening / 90 min	Recall 10 min; predict and listen 20; questions and check 20; replay and pronunciation 15; speaking/writing 25.
3	Language in use / 90 min	Recall 10 min; examples and contrasts 20; controlled practice 20; change the facts 15; speaking/writing 25.
4	Build sentences / 90 min	Recall 10 min; plan the message 15; sentence practice 20; roleplay 20; writing and repair 25.
5	Core review / 90 min	Try questions 20 min; check and correct 20; speaking 20; writing 20; record next steps 10. Familiar material: this is review.
6	New situations A / 60 min	Read R1 and answer 10 min; listen L1 and answer 15; pronunciation 5; speaking S1 15; writing W1 15.
7	New situations B / 60 min	Recall 5 min; read R2 10; listen L2 15; language practice 10; speaking S2 and writing W2 20. Take longer if needed.

Take more time when needed. After each unit, return on days 1, 3 and 7 for the short retrieval tasks.

What to demonstrate

Use English for	Where	Keep evidence
Personal details and forms	Units 1-2; P01-W1; P02-R1	Complete a short form; check a name, place or contact detail.
People and everyday life	Units 2-3; P02-S2; P03-W1	Describe familiar people and routines with simple phrases.
Time, dates and plans	Units 3-4; P04-S1; P04-W2	Find a time in a schedule and agree or change a meeting.
Home and simple instructions	Unit 5; P05-R2; P05-S1	Locate objects and follow short familiar instructions.
Goods and services	Units 6-7; P06-S1; P07-L1	Ask for food or clothes; understand a simple quantity or price.
Weather and needs	Units 7 and 9; P07-R2; P09-S1	Understand a simple weather message and ask for everyday help.
Likes, ability and invitations	Unit 8; P08-S1; P08-W2	Say what you like or can do, and give a short reply to an invitation.
Locations and transport	Unit 10; P10-L1; P10-S1	Ask where a place is and find basic ticket or travel information.
Messages and online exchange	Units 4, 11 and 12; P12-W1	Write a short useful message or online reply.
Passing on simple facts	Unit 12; P12-S2; P12-W2	Pass on an explicit time, place or price from a short source.
Listening and reading	Every unit; fresh Outcome checks A and B	Understand familiar words and short simple texts; speech is slow and clear.
Speaking and interaction	Every unit; separate partner cards	Say simple information; ask, answer, check and request repetition.
Writing	Every unit; forms and short messages	Provide required information using simple phrases and sentences.

Use check A after the course. Keep the reading /20 and listening /20 scores separate. Ask a capable listener and reader to use the speaking, interaction and writing rubrics. If no partner is available, write "interaction not observed". Repair weak areas, then use check B. These practice checks show which skills need more work. They do not award an A1 certificate.

Use this course to prepare for everyday communication at A1. Check your progress through new reading and listening tasks, your own writing and a real conversation. Course completion records your study; an independent assessment is needed to confirm your level.

Contents

Start and study well 2

Your route and outcomes 4

Contents 6

Unit 01 · Joining a class 7

Unit 02 · People around me 23

Unit 03 · My day 39

Unit 04 · Let’s meet 55

Unit 05 · At home 71

Unit 06 · At a café 87

Unit 07 · Clothes and weather 103

Unit 08 · Free time 119

Unit 09 · Right now 135

Unit 10 · Around town 151

Unit 11 · A visit 167

Unit 12 · A day together 183

A1 outcome check A 199

A1 outcome check B 209

Feedback, evidence and next steps 218

Private partner cards 224

Sources and scope 252

Unit 01 · Joining a class

Đăng ký một lớp học

- Find contact and class details on a short form.
- Ask for a spelling and check a mistake.
- Complete a simple form and send a short correction.

Before: recall five useful words and make one first sentence. Keep this first attempt for comparison.

Core language and words

English	Vietnamese help	Example
first name	tên gọi	My first name is Linh.
family name	họ	My family name is Tran.
spell	đánh vần	Can you spell Linh?
letter	chữ cái	L is the first letter.
email address	địa chỉ thư điện tử	My email address is linh@example.com.
at	ký hiệu @ khi đọc thư điện tử	Say at for this symbol: @.
dot	dấu chấm khi đọc địa chỉ	Say dot before com.
again	lại lần nữa	Please say it again.
slowly	chậm rãi	Please speak slowly.
correct	đúng	That is correct.
form	mẫu đơn	This form is for the class.
phone number	số điện thoại	Is this your phone number?

I am / you are: ask and check details

Use I am and you are. Put am or are before the person in a question: Are you Linh? Answer Yes, I am or No, I am not. Do not use Yes, I'm as a complete short answer. Ask What is your first name? or What is your email address? What's is a short form of What is. If something is unclear, say Please say it again or Please speak slowly. Spell with English letter names. The example.com addresses are only for practice; you do not need to send an email.

I am Linh.

Are you Linh?

Yes, I am.

What is your family name?

Please spell your name.

Please say it again.

Use I am Linh. instead of I are Linh.. Use am after I.

Use Yes, I am. instead of Yes, I'm.. Use the full form I am at the end of this short answer.

Letter names A, E and I; short speech groups

A is /eɪ/, E is /iː/ and I is /aɪ/. Practise pairs, then spell a name slowly. A letter name is not always the sound it makes in a word. Pause briefly before at and dot in an email address.

• A, E, I

• L, I, N, H

• Please say it again.

• linh at example dot com

Audio w03-drills: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

Field	Information
First name	Linh
Family name	Tran
City	Hue
Email address	linh@example.com

Core reading · A new learner

Hello. My first name is Linh and my family name is Tran. I am from Hue. I am a new learner at the evening English class. This is my class form. My email address is linh@example.com. The teacher is Alex. Alex asks me to spell my first name. I say, “L, I, N, H.” The room number is six. My class is on Monday. I have a notebook and a blue pen. I am ready to learn. When I do not understand, I say, “Please say it again.”

Đọc để tìm tên gọi, họ, quê quán và cách xin nhắc lại; chưa cần thuộc mọi từ.

Core listening · Checking a name

Audio w03-listen: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

Listen twice. Keep the transcript in the answer book closed.

Session 1 · Read a registration form

Find four details and introduce your name.

Study plan: Recall 5 min; words and reading 25; questions and evidence 20; spoken description 15; writing and review 25.

W03D1Q01. Read “A new learner”. What is the learner’s first name?

A. Tran

B. Alex

C. Linh

W03D1Q02. Read. What is Linh’s family name?

A. Linh

B. Tran

C. Hue

W03D1Q03. Read. Where is Linh from?

A. Hue

B. Hanoi

C. Da Nang

W03D1Q04. Read. What is the classroom number?

A. nine

B. two

C. six

W03D1Q05. Read. What day is Linh’s class?

A. Sunday

B. Monday

C. Friday

W03D1Q06. Read. What does Linh say when something is unclear?

A. Please say it again.

B. Good night.

C. My pen is blue.

Speak

Say your first name, family name and home city. You may use an invented person.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Write four sentences about a new learner: first name, family name, city and class.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

Session 2 · Listen and check a name

Hear the detail that is corrected in a conversation.

Study plan: Recall 10 min; predict and listen 20; questions and check 20; replay and pronunciation 15; speaking/writing 25.

W03D2Q01. Listen to “Checking a name”. What is the learner’s first name?

A. Linh

B. An

C. Alex

W03D2Q02. Listen. How does An spell the first name?

A. A, N

B. A, M

C. E, N

W03D2Q03. Listen. What is the correct family name?

A. Li

B. Ly

C. Le

W03D2Q04. Listen. What room number is finally confirmed?

A. five

B. nine

C. six

W03D2Q05. Listen. Who is the teacher?

A. Alex

B. An

C. Le

W03D2Q06. Listen. What does An ask the receptionist to do?

A. Change the classroom

B. Send an email

C. Say it again more slowly

Speak

Act as a receptionist and a learner. Ask for a name, spell it, make one letter mistake and correct it.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Write three sentences about An from the listening. Do not add information that you did not hear.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

Session 3 · Ask with am and are

Make correct questions and short answers.

Study plan: Recall 10 min; examples and contrasts 20; controlled practice 20; change the facts 15; speaking/writing 25.

W03D3Q01. Complete with am or are: I ___ An.

W03D3Q02. Complete the question: ___ you a new learner?

W03D3Q03. Complete the short answer: Yes, I ___.

W03D3Q04. Complete with is or are: What ___ your first name?

W03D3Q05. Complete with the word meaning one more time: Please say it ___.

W03D3Q06. Choose the correct question.

A. What are your family name?

B. What is your family name?

C. What your family name is?

Speak

Ask three Are you...? questions. Answer with Yes, I am or No, I am not.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Write a four-line exchange about a name and a new learner.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

Session 4 · Register for a class

Use English to enter and check information.

Study plan: Recall 10 min; plan the message 15; sentence practice 20; roleplay 20; writing and repair 25.

W03D4Q01. Use the two-word label for a given name from this week's vocabulary: My ___ is Linh.

W03D4Q02. Use the two-word label for a surname from this week's vocabulary: My ___ is Tran.

W03D4Q03. Use the verb for saying the letters in order: Can you ___ Linh?

W03D4Q04. Put the words in order: am / I / Linh.

W03D4Q05. Put the words in order: you / Are / Linh.

W03D4Q06. Put the words in order: I / Yes, / am.

Speak

Read your invented form aloud and ask the listener to repeat one detail.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Make a four-line form, then add two questions to check details. Use only example.com email addresses.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

Session 5 · Review names and details

Complete a short registration without reading the model.

Study plan: Try questions 20 min; check and correct 20; speaking 20; writing 20; record next steps 10. Familiar material: this is review.

W03D5Q01. Read. Who says the letters L, I, N, H?

A. Alex

B. Linh

C. An

W03D5Q02. Read. What colour is Linh’s pen?

A. blue

B. red

C. black

W03D5Q03. Listen. Which detail is corrected?

A. Room six changes to room nine

B. The first name An changes to Alex

C. The family name Li changes to Le

W03D5Q04. Listen and complete: The learner needs room ___. Write the number as a word.

W03D5Q05. Someone asks “Are you An?” Which short answer is correct?

A. Yes, I am.

B. Yes, I are.

C. Yes, I’m.

W03D5Q06. Vocabulary review: What is the word from this week’s list for A, B or C as a written symbol?

W03D5Q07. Vocabulary review: What two-word term means the address used to send someone an email?

W03D5Q08. Vocabulary review: What word do you say for @ in an email address?

W03D5Q09. Rewrite the whole sentence correctly: I are Linh.

W03D5Q10. Rewrite the whole short answer correctly: Yes, I’m.

Speak

Your new character’s first name is Hoa and family name is Pham. Spell the first name and ask for the room number.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Write four sentences about someone other than Linh or An. Add a sentence asking the listener to speak slowly.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

New situations · Sessions 6 and 7

Use R1, L1, S1 and W1 in Session 6. Use R2, L2, S2, W2 and the language questions in Session 7. These tasks use new contexts.

Useful phrase	Vietnamese help	Example
first name	tên gọi	My first name is Rosa.
family name	họ	My family name is Park.
email address	địa chỉ thư điện tử	My email address is rosa@example.com.
phone number	số điện thoại	Please check the phone number.
class card	thẻ lớp học	This is my class card.
capital letter	chữ in hoa	Write your name with a capital letter.
Please spell it.	Vui lòng đánh vần.	Your name is new to me. Please spell it.
Is that correct?	Thông tin đó đúng không?	Room four. Is that correct?
Please say it slowly.	Vui lòng nói chậm.	I cannot hear the number. Please say it slowly.
Thank you for your help.	Cảm ơn bạn đã giúp.	My card is correct now. Thank you for your help.

Ask, check and correct

Use my for your own details and your when you ask another person. Ask What is your name? Check with Is this your email address? Give the correct detail after No. A full short answer is Yes, it is.

• What is your email address?

• Is this your class card?

• No. My first name is Rose, not Rosa.

Dùng my cho thông tin của mình, your khi hỏi người đối thoại. Khi thông tin sai, nói No rồi cung cấp thông tin đúng.

Use What is your name? instead of What your name?. The question needs is before your name.

Use Is this your card? instead of Is this you card?. Use your before the noun card.

P01-R1 · A class form

Look at the labels. Which label asks for a family name?

WEST GATE LEARNING CENTRE
New learner form
First name: Rosa
Family name: Park
Home city: Leeds
Email: rosa.park@example.com
Class: English on Tuesday
Start time: 6:00 p.m.
Room: 4
Contact: email only
Please check your name and email. Bring this form to your first class. A teacher gives you a class card at the door. You do not need a photo.

P01-R1-Q01. Read the form. What is Rosa’s family name?

A. Leeds

B. Park

C. West

P01-R1-Q02. Read the form. What time does the class start? Write a time.

P01-R1-Q03. Read the form. How should the centre contact Rosa?

A. By email only

B. By phone only

C. By letter only

P01-R1-Q04. Read the form. Who gives Rosa a class card? Write one or two words.

P01-R2 · Check your class card

Find two things learners must check.

CHECK YOUR CLASS CARD
Please read the name and class on your card. Is something wrong? Tell the desk staff before your first lesson. Do not write on the card yourself. The staff can make a new card.
The help desk is open from 5:00 to 6:00 on Tuesday. It is beside the front door. Bring your old card. You do not need to bring your class book.

P01-R2-Q01. Read the notice. Where is the help desk? Write a short phrase.

P01-R2-Q02. Read the notice. What should you do if your card is wrong?

A. Write on the card yourself

B. Wait until next month

C. Tell the desk staff

P01-R2-Q03. Read the notice. What card should you bring? Write a short phrase.

P01-R2-Q04. Read the notice. When is the help desk open?

A. Tuesday, 5:00-6:00

B. Thursday, 5:00-6:00

C. Tuesday, 6:00-7:00

P01-L1 · Which class is mine?

Listen for a day, a time and something to bring.

Audio p01-l1: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

Listen twice before looking at the transcript. Note extra plays or help.

P01-L1-Q01. Listen to the call. Why does Elena call?

A. She needs a new pen.

B. She cannot see the class day.

C. She wants a photo.

P01-L1-Q02. Listen to the call. What day is Elena’s class? Write one day.

P01-L1-Q03. Listen to the call. What must Elena bring?

A. A book and a photo

B. A pen and a book

C. A pen and her class card

P01-L1-Q04. Listen to the call. What is the room number? Write a number or a word.

P01-L2 · A card at the desk

Listen for the owner and the place of the card.

Audio p01-l2: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

Listen twice before looking at the transcript. Note extra plays or help.

P01-L2-Q01. Listen to the card conversation. What is the owner’s first name?

P01-L2-Q02. Listen. Where is the class card?

A. In the blue box

B. In a white envelope

C. In the teacher’s book

P01-L2-Q03. Listen. What is the family name? Write the name, not separate letters.

P01-L2-Q04. Listen. Where should Niko write his email address?

A. On the white envelope

B. On the class card

C. On a small form

Language in new situations

P01-U-Q01. Complete with my or your: I am Rosa. This is ___ email address.

P01-U-Q02. You do not hear a name clearly. What can you say?

A. Please say it slowly.

B. Your card is blue.

C. Goodbye until Friday.

P01-U-Q03. Complete with one word: What ___ your email address?

P01-U-Q04. Someone asks “Is this your card?” It is your card. Choose the full short answer.

A. Yes, it.

B. Yes, it is.

C. Yes, your is.

P01-U-Q05. Write the English word you say for @ in an email address.

P01-U-Q06. Your name is Ava. The staff says “Eva”. Choose a clear correction.

A. Yes, room three.

B. Please bring a pen.

C. No. Ava, with A.

P01-U-Q07. Complete with the verb meaning say or write the letters in order: Please ___ your family name.

P01-U-Q08. On this form, Omar is the first name in Omar Lane. Write the family name.

Say it clearly · Say letters and contact details clearly

Say one letter at a time. Pause between parts of an email address. Ask for a repeat if one letter is unclear.

• R, O, S, A

• P, A, R, K

• Is that correct?

• rosa at example dot com

Audio p01-pronunciation: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

P01-S1 · Get your class details

Work with a partner. You are a new learner at a class desk. Give your name and email. Ask for your class day, start time and room. Check one detail aloud.

Your card: ROLE A - learner. Your invented name is Mira Cole. Your email is mira.cole@example.com. You want the evening English class. You do not know its day, time or room. Ask the staff. Do not read Role B.

• Read only your role card. Write three question words.

• Speak with your partner. Ask for a repeat if needed.

• Say the final class details back. Then change roles.

Give your partner the separate card with this task ID at the back of the workbook. Keep the partner facts private until you finish.

Solo rehearsal: Solo rehearsal only: record your replies and questions after these staff turns. “Hello. What is your name?” “Please spell your family name.” “What is your email address?” “What would you like to know about your class?” Pause after each turn. This recording does not test live interaction.

A solo attempt prepares you; it does not show two-way interaction.

• I gave a name and an email address.

• I spelled the family name clearly.

• I asked for the day, time and room instead of reading them from my card.

• I said a detail back and listened to the reply.

Listener: facts understood, help used and one next step

P01-S2 · Check a partner’s email

Check a contact note with a partner. Ask about the name and email, correct the mistake and say the correct address aloud.

Your card: ROLE A - learner. Your first name is Leo. Your family name is West. Your email is leo.west@example.com. Ask the helper to read the contact note. Correct anything wrong.

• Read your own contact information only.

• Compare the information by speaking; do not show the cards.

• Read the corrected name and address back to your partner.

Give your partner the separate card with this task ID at the back of the workbook. Keep the partner facts private until you finish.

Solo rehearsal: Solo rehearsal only. Reply to this helper: “The name is Leo West. The email begins L, E, O, dot, W, E, S, T, T. Is that correct?” Correct the information using your card, then ask the helper to check it again.

A solo attempt prepares you; it does not show two-way interaction.

• I checked the first name and family name.

• I identified and corrected any difference from the email on my own card.

• I gave the correct spelling without changing other letters.

• I asked or listened to a final check.

Listener: facts understood, help used and one next step

P01-W1 · Complete a club form

Complete a form for a new language club. Use this invented person: first name Ada; family name Green; home city York; email ada.green@example.com; Saturday class. Use the correct fields.

• Write without the model.

• Check every detail against the task.

• Correct the capital letters and email spelling.

Field	Your information
First name	
Family name	
Home city	
Email address	
Class day	

• Ada is in the first-name field.

• Green is in the family-name field.

• The city and class day are in their own fields.

• The email has @ and example.com with no spaces.

Review: Check each letter of the email, then add capitals to the names and day.

Revised message or checked information

What I changed, or why no change was needed

P01-W2 · Send a small correction

Write about 20-35 words to the class desk. Your card says June Hill, but your invented name is June Hall. Say what is wrong, give the correct name and ask for a new card. The length is a guide.

• Write without the model.

• Check that the desk can see both the wrong and correct names.

• Add a polite request and read your message again.

First draft

• The message is for the class desk.

• It shows the wrong name Hill.

• It gives the correct name Hall.

• It asks politely for a new card.

Review: Make the correction clear with “Hall, not Hill” or two short sentences.

Revised message or checked information

What I changed, or why no change was needed

Return after 1, 3 and 7 days

Day 1: Close the pack. Complete: What ___ your name? Please ___ it. In the second gap, use the verb meaning say or write the letters in order.

Day 3: Without looking, write the words for the @ symbol and the full stop in an email address.

Day 7: Repair this contact note: The learner says “My name is Ava Reed”, but the note says “Ava Reid”. Write a short correction.

What can you do now?

- I can find five details on P01-R1 without reading the answers.
- I can ask for and check a name or email in a short exchange.
- I can submit a complete form and a clear correction message.

Need more practice? Read the labels in P01-R1 again. Retry P01-R1-Q01 to Q04. Practise the letter groups, then repeat P01-S2 with the model hidden.

Ready to continue? Keep P01-W2 in your folder. Ask a partner to give you a new invented name and email, then complete a new form without the model. Continue to week 4 and P02.

Unit 02 · People around me

Những người quanh tôi

- Read a short family or work profile.
- Ask who someone is and check an object’s owner.
- Write a short profile and a helpful lost-item message.

Before: recall five useful words and make one first sentence. Keep this first attempt for comparison.

Core language and words

English	Vietnamese help	Example
teacher	giáo viên	She is a teacher.
nurse	điều dưỡng	He is a nurse.
driver	tài xế	My brother is a driver.
engineer	kỹ sư	Hoa is an engineer.
office	văn phòng	This is our office.
hospital	bệnh viện	Her workplace is a hospital.
school	trường học	The school is small.
colleague	đồng nghiệp	Ben is my colleague.
job	công việc	Her job is interesting.
busy	bận rộn	We are busy today.
friendly	thân thiện	The teachers are friendly.
workplace	nơi làm việc	My workplace is near home.

Be with jobs; a/an; we and they

Use a or an before one job: a teacher, an engineer. Choose an before a vowel sound, not simply a vowel letter. Use I am, he/she/it is and you/we/they are. We includes the speaker; they refers to another group. Put is first in Is Hoa an engineer? Answer Yes, she is or No, she is not. You can say My workplace is a school. Learn work at as a useful phrase here; next week you practise ordinary verbs more. Keep a or an in He is a nurse.

She is a teacher.

He is a nurse.

Hoa is an engineer.

Is Hoa an engineer?

We are colleagues.

They are friendly.

Use She is a teacher. instead of She is teacher.. A singular job needs a or an.

Use They are friendly. instead of They is friendly.. Use are after they.

Stress in job names

Make the first syllable stronger in TEAcher and DRIVer. Engineer usually has strong final stress: engiNEER. Nurse has one syllable; keep its final /s/ clear without adding a vowel. Do not stress every syllable equally.

• a teacher

• a nurse

• a driver

• an engineer

Audio w04-drills: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

Name	Job	Workplace
Mai	teacher	school
Nam	nurse	hospital
Hoa	engineer	office

Core reading · Three colleagues at a club

My name is Mai. I am a teacher at a small school. Nam and Hoa are my friends from an English club. Nam is a nurse. His workplace is a hospital near the river. Hoa is an engineer. Her office is in the city centre. We are busy, but our English class is on Saturday. Our teacher is Ben. He is friendly. There are twelve learners in our class. We are not all teachers. We have different jobs, and we like to learn about each other. At the club, we use English to introduce a friend.

Tìm ba người, ba nghề và nơi làm việc; không cần dịch từng từ.

Core listening · A new colleague

Audio w04-listen: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

Listen twice. Keep the transcript in the answer book closed.

Session 1 · Read work profiles

Identify a person’s job and workplace.

Study plan: Recall 5 min; words and reading 25; questions and evidence 20; spoken description 15; writing and review 25.

W04D1Q01. Read the work profiles. What is Mai’s job?

A. engineer

B. teacher

C. nurse

W04D1Q02. Read. Where is Nam’s workplace?

A. A hospital near the river

B. An office in the city centre

C. A large school

W04D1Q03. Read. What type of workplace does Hoa have?

A. school

B. shop

C. office

W04D1Q04. Read. What day is the English class?

A. Wednesday

B. Saturday

C. Monday

W04D1Q05. Read. How many learners are in the class?

A. twelve

B. ten

C. twenty

W04D1Q06. Read. Which statement is true about the learners?

A. They are all teachers.

B. They all work at a hospital.

C. They have different jobs.

Speak

Introduce Mai, Nam and Hoa with one sentence for each person.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Write a four-sentence profile of an invented person and workplace.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

Session 2 · Listen to a new colleague

Identify a job, workplace and reason for coming to class.

Study plan: Recall 10 min; predict and listen 20; questions and check 20; replay and pronunciation 15; speaking/writing 25.

W04D2Q01. Listen to the new-colleague conversation. What is Minh’s job?

A. a nurse

B. a teacher

C. an engineer

W04D2Q02. Listen. What is Eva’s job?

A. a driver

B. a nurse

C. a teacher

W04D2Q03. Listen. Whose colleague is Dan?

A. Mai

B. Minh

C. Ben

W04D2Q04. Listen. What is Dan’s job?

A. driver

B. teacher

C. engineer

W04D2Q05. Listen. Why are Minh and Dan there?

A. To apply for a teaching job

B. To visit a sick person

C. To learn English

W04D2Q06. Listen. What is the classroom number?

A. twelve

B. three

C. two

Speak

Act as a host and a new learner. Ask about a job and the person who comes with the learner.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Write four sentences of notes about Minh and Dan.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

Session 3 · Use a/an and be with jobs

Use a/an and is/are when you introduce jobs.

Study plan: Recall 10 min; examples and contrasts 20; controlled practice 20; change the facts 15; speaking/writing 25.

W04D3Q01. Complete with a or an: Hoa is ___ engineer.

W04D3Q02. Complete with a or an: Nam is ___ nurse.

W04D3Q03. Complete with is or are: We ___ colleagues.

W04D3Q04. Complete with Is or Are: ___ Ben the teacher?

W04D3Q05. Complete: They ___ not all teachers.

W04D3Q06. Choose the answer to “Is Eva a teacher?”

A. Yes, she is.

B. Yes, she are.

C. Yes, she am.

Speak

Make three introductions, then ask and answer a question about one job.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Correct She is teacher and They is busy. Add two correct job sentences.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

Session 4 · Introduce someone at work

Make a short introduction for an adult situation.

Study plan: Recall 10 min; plan the message 15; sentence practice 20; roleplay 20; writing and repair 25.

W04D4Q01. Use the job word from this week’s list for someone who teaches: She is a ___.

W04D4Q02. Use the job word from this week’s list for a person who gives nursing care: He is a ___.

W04D4Q03. Use the job word from this week’s list for someone who drives: My brother is a ___.

W04D4Q04. Put the words in order: is / teacher / She / a.

W04D4Q05. Put the words in order: is / nurse / He / a.

W04D4Q06. Put the words in order: is / engineer / Hoa / an.

Speak

Introduce an invented colleague: name, job, workplace and one personal quality.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Write 30-45 words to introduce a new person to the club.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

Session 5 · Review work and people

Ask about and introduce a new person without reading the model.

Study plan: Try questions 20 min; check and correct 20; speaking 20; writing 20; record next steps 10. Familiar material: this is review.

W04D5Q01. Read. Who belongs to the English club and is an engineer?

A. Hoa

B. Nam

C. Ben

W04D5Q02. Read. Does Mai say that everyone in the class is a teacher?

A. Yes

B. The text does not say.

C. No

W04D5Q03. Listen. Who is teaching the class that day?

A. Minh

B. Ben

C. Dan

W04D5Q04. Listen. Where is Minh’s hospital in relation to Eva’s workplace?

A. next door

B. in another city

C. near the river

W04D5Q05. Complete with am, is or are: You and I ___ learners.

W04D5Q06. Vocabulary review: Write the job word from this week’s list for someone who designs or builds machines or structures.

W04D5Q07. Vocabulary review: Write the workplace word from this week’s list for a room or building used for desk work.

W04D5Q08. Vocabulary review: Write the place word from this week’s list where patients receive medical care.

W04D5Q09. Rewrite the whole sentence correctly: She is teacher.

W04D5Q10. Rewrite the whole sentence correctly: They is friendly.

Speak

Your new character is a driver. Introduce the person, then ask whether the listener is a teacher.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Write four or five sentences about two people with different jobs. Use they in one sentence.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

New situations · Sessions 6 and 7

Use R1, L1, S1 and W1 in Session 6. Use R2, L2, S2, W2 and the language questions in Session 7. These tasks use new contexts.

Useful phrase	Vietnamese help	Example
my sister	chị hoặc em gái của tôi	This is my sister, Dana.
my brother	anh hoặc em trai của tôi	My brother is a cook.
my parents	bố mẹ tôi	My parents live near me.
my daughter	con gái tôi	My daughter is a student.
a shop assistant	nhân viên bán hàng	Dana is a shop assistant.
a cook	đầu bếp	A cook works in this café.
his bag	túi của anh ấy	His bag is brown.
her coat	áo khoác của cô ấy	Her coat is on the chair.
Who is this?	Đây là ai?	Who is this in the photo?
Is this yours?	Cái này của bạn phải không?	This is a green book. Is this yours?

People and their things

Use he or she for one person and they for more than one. Use his before a man’s things and her before a woman’s things. A name with ’s can show the owner: Dana’s bag. Use a or an before one job: a cook, an artist.

• She is a shop assistant.

• His bag is brown.

• This is Dana’s coat.

He/she chỉ một người; they chỉ nhiều người. His/her đứng trước đồ của người đó. Tên + ’s có thể chỉ người sở hữu đồ vật.

Use He is a cook. instead of He is cook.. Use a before the singular job cook.

Use Dana is my sister. Her bag is green. instead of Dana is my sister. His bag is green.. Use her for Dana’s bag in this description.

P02-R1 · Meet the Bell family

Find the words for family relationships.

My name is Iris Bell. I live with my daughter, Zoe. Zoe is a student. My brother, Finn, lives in the next street. He is a cook at a small café. His work bag is brown. My sister, Dana, is a shop assistant. Her green coat is always by our door on Sundays. We have lunch together on Sunday. Dana brings fruit, and Finn makes soup.

P02-R1-Q01. Read the family profile. Who lives with Iris?

A. Her brother Finn

B. Her sister Dana

C. Her daughter Zoe

P02-R1-Q02. Read. What is Finn’s job? Write a job.

P02-R1-Q03. Read. What colour is Dana’s coat?

A. Green

B. Brown

C. Blue

P02-R1-Q04. Read. What day does the family have lunch together?

P02-R2 · Which things are here?

Find the name of one object and its owner.

THINGS AT THE WORK DESK
A small blue lunch bag is here. It has the name ELI inside. A white water bottle is next to it. The bottle has no name. Please ask at the desk if it is yours.
There is also a red book. This is our manager’s book. Her name is Ruth. Please leave the book here. The desk closes at five today.

P02-R2-Q01. Read the notice. What name is inside the blue lunch bag?

P02-R2-Q02. Read. Which object has no name on it?

A. The red book

B. The white bottle

C. The blue bag

P02-R2-Q03. Read. Who owns the red book? Write a name.

P02-R2-Q04. Read. What should people do with the red book?

A. Take it home

B. Put it in the bag

C. Leave it at the desk

P02-L1 · A photo on the phone

Listen for two people and their jobs.

Audio p02-l1: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

Listen twice before looking at the transcript. Note extra plays or help.

P02-L1-Q01. Listen to the family photo conversation. Who is Paula?

A. Sam’s mother

B. Sam’s sister

C. Sam’s aunt

P02-L1-Q02. Listen. What is Paula’s job?

P02-L1-Q03. Listen. Who is the man beside Paula?

A. Sam’s father

B. Sam’s uncle

C. Sam’s brother

P02-L1-Q04. Listen. What colour is Hugo’s jacket? Write one colour.

P02-L2 · The two lunch bags

Listen for the bag that belongs to Kai.

Audio p02-l2: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

Listen twice before looking at the transcript. Note extra plays or help.

P02-L2-Q01. Listen to the lunch-bag conversation. What colour is Kai’s bag?

P02-L2-Q02. Listen. Where is Kai’s bag when Mona finds it?

A. On a chair

B. On a shelf

C. Under the table

P02-L2-Q03. Listen. Who owns the orange bag? Write a name.

P02-L2-Q04. Listen. Where is Tess now?

A. In the shop

B. At home

C. In a café

Language in new situations

P02-U-Q01. Complete with his or her: Omar is my brother. ___ cup is blue.

P02-U-Q02. One woman is an artist. Which sentence is correct?

A. She are an artist.

B. She is an artist.

C. She is artist.

P02-U-Q03. Complete with is or are: My parents ___ here.

P02-U-Q04. You want to know the owner of a bag. Which question helps?

A. Is the class at six?

B. What is your job?

C. Is this your bag?

P02-U-Q05. Complete with his or her: This is my sister. ___ name is Alma.

P02-U-Q06. The book belongs to Eva. Choose the correct label.

A. Eva’s book

B. Eva book’s

C. Evas book

P02-U-Q07. Complete with a or an: My uncle is ___ shop assistant.

P02-U-Q08. Complete with he, she or they: Ada and Max are learners. ___ are in room six.

Say it clearly · Stress the useful words in a profile

Make the name, job and object clear. Leave a small pause between sentences. An accent is fine if your partner understands the details.

• my sister

• a shop assistant

• his brown bag

• her green coat

Audio p02-pronunciation: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

P02-S1 · Complete a family display

You and a partner have different details for a family display. Ask for the missing jobs and objects. Your partner asks you about the family relationships.

Your card: ROLE A - display helper. Your form says Ada is Kira’s sister and Milo is Kira’s father. Your form has no jobs or object details. Ask Role B for each person’s job and object. Give the family relationships when asked.

• Read your own card. Keep the other card hidden.

• Ask and answer until both people have the relationships, jobs and objects.

• Say one complete profile each and check it with the partner.

Give your partner the separate card with this task ID at the back of the workbook. Keep the partner facts private until you finish.

Solo rehearsal: Solo rehearsal only. Record your questions about Ada’s job and bag, then Milo’s job and cup. Reply to “Who is Ada?” and “Who is Milo?” using your own card. Ask a real partner later to practise hearing new answers.

A solo attempt prepares you; it does not show two-way interaction.

• I shared the two family relationships.

• I asked for both jobs.

• I checked the bag and cup colours.

• I used he/his or she/her clearly in the profiles.

Listener: facts understood, help used and one next step

P02-S2 · Introduce someone and answer

Introduce a person to a new club member. Say the name, your relationship and the job. Answer two questions about the person's things.

Your card: ROLE A - club member. Introduce your invented brother, Noel. He is an artist. His hat is black and his notebook is yellow. Your listener has not met him.

• Choose Role A and read the facts.

• Give a short introduction without a full script.

• Answer the partner's two questions, then ask one question back.

Give your partner the separate card with this task ID at the back of the workbook. Keep the partner facts private until you finish.

Solo rehearsal: Solo rehearsal only. Introduce Noel, then answer these listener questions: "What colour is his hat?" "Is his notebook blue?" Finish by asking the listener about a family member.

A solo attempt prepares you; it does not show two-way interaction.

• I gave Noel's name, relationship and job.

• I said the hat is black.

• I corrected blue to yellow for the notebook.

• I answered the listener and asked a question back.

Listener: facts understood, help used and one next step

P02-W1 · A family profile for a club

Write about 25-40 words for a club display. Introduce your invented aunt Tia: she is a nurse, lives in Bath and has a red bicycle. Include her name, relationship, job and one other detail. The length is a guide.

• Write without the model.

• Check the four required details.

• Read again for she, her and a before the job.

First draft

• I named Tia.

• I said she is my aunt.

• I included her job with a nurse.

• I included Bath or her red bicycle.

Review: Check every she and her refers clearly to Tia.

Revised message or checked information

What I changed, or why no change was needed

P02-W2 · Ask about a lost coat

Write about 20-35 words to the club desk. Your invented name is Arlo. You cannot find your blue coat. Its pocket has a small green notebook. Ask if the desk has it. The length is a guide.

• Write without the model.

• Check that the coat and the notebook are easy to identify.

• Add your name and a polite question.

First draft

• I said I cannot find my coat.

• I described the coat as blue.

• I mentioned the small green notebook in the pocket.

• I asked the desk and included Arlo's name.

Review: Keep the coat colour and notebook colour attached to the correct objects.

Revised message or checked information

What I changed, or why no change was needed

Return after 1, 3 and 7 days

Day 1: Close the pack. Complete: Dana is my sister. ___ coat is green. Finn is my brother. ___ bag is brown.

Day 3: Repair both sentences: He is cook. They is students.

Day 7: Write three sentences for this new profile: aunt / Mina / teacher / blue bag.

What can you do now?

• I can connect a person with a relationship, job and object.

• I can ask an owner about a bag or coat and understand a correction.

• I can write a short profile and a useful lost-item message.

Need more practice? Make three columns for person, job and object from P02-R1. Retry P02-L2-Q01 to Q04, then repeat P02-S1 with only the role cards.

Ready to continue? Keep P02-W2. Ask a partner to describe a new invented family member and write three facts from the exchange. Continue to week 5 and P03.

Unit 03 · My day

Một ngày của tôi

- Find activities and times in a simple timetable.
- Understand how someone travels and describes a usual day.
- Explain a short routine and write a practical daily message.

Before: recall five useful words and make one first sentence. Keep this first attempt for comparison.

Core language and words

English	Vietnamese help	Example
get up	thức dậy	I get up at six.
have breakfast	ăn sáng	I have breakfast at home.
leave	rời đi	I leave home at seven.
start	bắt đầu	I start work at eight.
finish	kết thúc	I finish work at five.
walk	đi bộ	I walk to the office.
usually	thường	I usually cook dinner.
sometimes	đôi khi	I sometimes take the bus.
every day	mỗi ngày	She reads every day.
at night	vào ban đêm	I study English at night.

Present simple: I/you/we/they and he/she

Use the present simple for repeated activities. With I, you, we and they, use the base verb: I work. With he, she and it, many verbs add s: she works. Some add es, as in goes; have becomes has. Lan gets up, has breakfast and goes to work. Usually and sometimes often go before an ordinary verb: I usually walk. With be, they usually go after it: I am usually busy. Use at with a time: at six. If a paragraph is about she, check every verb, not only the first one.

I start work at eight.

She starts work at eight.

He has breakfast at home.

We usually walk to work.

She sometimes takes the bus.

Use She starts work at eight. instead of She start work at eight.. Use starts after she in this positive statement.

Use He has breakfast. instead of He have breakfast.. Have becomes has after he.

Final s in everyday actions

Keep the final sounds in starts, works and lives. After /k/ in works, s sounds /s/. After /v/ in lives, it sounds /z/. Practise the word slowly, then in a sentence. Do not add an extra syllable after s.

• She works.

• He lives here.

• She starts at eight.

• He has breakfast.

Audio w05-drills: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

Time	Activity
6:00	get up
7:00	leave home
8:00	start work
17:00	finish work
20:00	study English

Core reading · Lan’s weekday

Lan is an office worker. She gets up at six and has breakfast at home. She leaves home at seven. She usually takes the bus, but sometimes she walks. She starts work at eight. At twelve, she has lunch with a colleague. She finishes work at five and goes home. In the evening, she cooks dinner. At eight, she studies English for thirty minutes. She reads a short text and says five sentences aloud. On Sunday, she does not go to the office. She visits her father and has lunch with him.

Theo dõi hoạt động theo thứ tự thời gian; does not ở câu cuối được luyện kỹ hơn ở buổi sau.

Core listening · Different morning routines

Audio w05-listen: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

Listen twice. Keep the transcript in the answer book closed.

Session 1 · Read Lan’s day

Find one person’s times and activities.

Study plan: Recall 5 min; words and reading 25; questions and evidence 20; spoken description 15; writing and review 25.

W05D1Q01. Read about Lan’s day. What time does she get up?

A. six

B. seven

C. eight

W05D1Q02. Read. How does Lan usually travel to work?

A. train

B. bicycle

C. bus

W05D1Q03. Read. Who has lunch with Lan?

A. her teacher

B. a colleague

C. her father

W05D1Q04. Read. What time does Lan finish work?

A. five

B. eight

C. twelve

W05D1Q05. Read. How long does Lan study English in the evening?

A. sixty minutes

B. ten minutes

C. thirty minutes

W05D1Q06. Read. What does Lan do on Sunday?

A. Starts work at eight

B. Visits her father

C. Goes to the office

Speak

Describe four of Lan’s activities in order.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Write five sentences about Lan’s day using the timetable.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

Session 2 · Listen to two different routines

Separate Ben’s details from Jo’s details.

Study plan: Recall 10 min; predict and listen 20; questions and check 20; replay and pronunciation 15; speaking/writing 25.

W05D2Q01. Listen to Ben and Jo. What time does Ben get up?

A. six

B. seven

C. five thirty

W05D2Q02. Listen. What time does Jo start work?

A. five

B. nine

C. seven

W05D2Q03. Listen. What does Jo usually have for breakfast?

A. bread and tea

B. rice and coffee

C. fruit and milk

W05D2Q04. Listen. Where does Ben have breakfast?

A. at home

B. on the bus

C. at work

W05D2Q05. Listen. How does Jo travel to work?

A. drives

B. walks

C. takes the bus

W05D2Q06. Listen. When does Ben study English?

A. four in the afternoon

B. eight at night

C. six in the morning

Speak

Act as two people asking about getting up, work times and breakfast.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Write four sentences showing Ben’s and Jo’s information. You do not need comparative grammar yet.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

Session 3 · Use verbs with she and he

Use the correct verb when changing I to she.

Study plan: Recall 10 min; examples and contrasts 20; controlled practice 20; change the facts 15; speaking/writing 25.

W05D3Q01. Use the correct form of start: She ___ at eight.

W05D3Q02. Complete with have or has: He ___ lunch at twelve.

W05D3Q03. Complete with go or goes: I ___ home at five.

W05D3Q04. Complete with at or in: We start ___ nine.

W05D3Q05. Choose the correct sentence.

A. She usually walks.

B. She walks usually to.

C. Usually she walk.

W05D3Q06. Use the correct form of study: Lan ___ English at night.

Speak

Say three sentences about yourself, then change them to describe a female character.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Rewrite these sentences with She: I work at home. I have tea. I study English.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

Session 4 · Make a realistic study day

Arrange five activities and a time to study.

Study plan: Recall 10 min; plan the message 15; sentence practice 20; roleplay 20; writing and repair 25.

W05D4Q01. Use the two-word phrase for getting out of bed: I ___ at six.

W05D4Q02. Use the two-word phrase from this week's vocabulary for eating the morning meal: I ___ at home.

W05D4Q03. Use the verb from this week's list meaning go away from a place: I ___ home at seven.

W05D4Q04. Put the words in order: start / at / I / work / eight.

W05D4Q05. Put the words in order: starts / at / She / work / eight.

W05D4Q06. Put the words in order: has / at / He / breakfast / home.

Speak

Tell your own or an invented person’s routine from morning to evening. Use usually once.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Write 30-45 words about a day with a clear study time.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

Session 5 · Review daily routines

Describe and write a routine without the model.

Study plan: Try questions 20 min; check and correct 20; speaking 20; writing 20; record next steps 10. Familiar material: this is review.

W05D5Q01. Read. What does Lan do before she leaves home?

A. Has lunch

B. Studies at eight

C. Has breakfast

W05D5Q02. Read. Does Lan go to the office on Sunday?

A. Not stated

B. No

C. Yes

W05D5Q03. Listen. Who finishes work at three?

A. Ben

B. Jo

C. Lan

W05D5Q04. Listen. Who takes the bus at six?

A. Jo

B. Both

C. Ben

W05D5Q05. Use the correct form of go: He ___ home at six.

W05D5Q06. Vocabulary review: Write the verb from this week's list meaning begin.

W05D5Q07. Vocabulary review: Write the verb from this week's list meaning come to the end of an activity.

W05D5Q08. Vocabulary review: Write the verb from this week's list meaning move on foot.

W05D5Q09. Rewrite the whole sentence correctly: She start work at eight.

W05D5Q10. Rewrite the whole sentence correctly: He have breakfast.

Speak

Describe a person who works in the afternoon. Change the times so that it is different from Lan's day.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Write five sentences about Bao using details you choose. At least three verbs should have the s form.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

New situations · Sessions 6 and 7

Use R1, L1, S1 and W1 in Session 6. Use R2, L2, S2, W2 and the language questions in Session 7. These tasks use new contexts.

Useful phrase	Vietnamese help	Example
get ready	chuẩn bị sẵn sàng	I get ready at seven.
leave home	rời nhà	I leave home at eight.
by train	bằng tàu	I go to work by train.
by bike	bằng xe đạp	She goes to class by bike.
on foot	đi bộ	The station is ten minutes away on foot.
arrive at work	đến chỗ làm	I arrive at work at nine.
have a break	nghỉ giải lao	We have a break at eleven.
every weekday	mỗi ngày trong tuần từ thứ Hai đến thứ Sáu	I take this bus every weekday.
in the morning	vào buổi sáng	I read in the morning.
in the evening	vào buổi tối	He cooks in the evening.

Tell a usual day

Use the present simple for a usual activity: I leave at eight. With he or she, add s to many verbs: she leaves. Use at before a time. Say by bus, by train or by bike, but on foot. A timetable can show times with numbers.

• I leave home at eight.

• She arrives at nine.

• We go to the station on foot.

Hiện tại đơn dùng cho việc thường làm. Với he/she, nhiều động từ thêm s. Dùng at trước giờ; by trước phương tiện, nhưng on foot nghĩa là đi bộ.

Use He leaves at seven. instead of He leave at seven.. Use leaves after he for this usual activity.

Use I go on foot. instead of I go by foot.. The fixed expression for walking is on foot.

P03-R1 · A guide’s working day

Find the first activity and the last activity.

NORTH MUSEUM - ELLA’S WEEKDAY PLAN
8:30 a.m. - arrive at the museum
9:00 a.m. - open the doors
10:00 a.m. - show visitors the old boats
12:00 noon - lunch
12:30 p.m. - read work emails
2:00 p.m. - show visitors the picture room
4:30 p.m. - finish work
Ella takes the train to work. The station is beside the museum. She walks from the station. Lunch is in the staff room. These times are the same from Monday to Friday.

P03-R1-Q01. Read Ella’s timetable. What does she do at 10:00?

A. Reads work emails

B. Shows visitors the old boats

C. Has lunch

P03-R1-Q02. Read. What time does Ella finish work? Write a time.

P03-R1-Q03. Read. How does Ella travel from the station to the museum?

A. By bus

B. By train

C. On foot

P03-R1-Q04. Read. Where does Ella have lunch? Write a short phrase.

P03-R2 · Work and a quiet evening

Find one work activity and one home activity.

I am Ravi. I make bread at a small bakery. I start work at five in the morning and finish at one in the afternoon. My brother drives me to work. I go home by bus. At home, I have lunch and read for twenty minutes. I cook dinner at six. I do not work on Monday, so I visit my friend or go for a walk.

P03-R2-Q01. Read Ravi’s routine. What does he make at work? Write one word.

P03-R2-Q02. Read. Who takes Ravi to work?

A. His brother

B. His friend

C. His sister

P03-R2-Q03. Read. How does Ravi go home? Write a short phrase.

P03-R2-Q04. Read. What is different on Monday?

A. Ravi starts work at six.

B. Ravi does not work.

C. Ravi makes dinner at work.

P03-L1 · A new route to work

Listen for each part of the journey.

Audio p03-l1: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

Listen twice before looking at the transcript. Note extra plays or help.

P03-L1-Q01. Listen to Seth’s journey. How does he reach the station?

A. By bike

B. By bus

C. On foot

P03-L1-Q02. Listen. What time does Seth’s train leave? Write a time.

P03-L1-Q03. Listen. What does Seth do before starting work?

A. Drinks a cup of tea

B. Buys breakfast

C. Goes for a long walk

P03-L1-Q04. Listen. Where does Seth have breakfast? Write a short phrase.

P03-L2 · Saturday at the sports centre

Listen for the activities and the bus service.

Audio p03-l2: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

Listen twice before looking at the transcript. Note extra plays or help.

P03-L2-Q01. Listen to the sports-centre message. Where does the walking group meet?

P03-L2-Q02. Listen. What time does the café open?

A. Eight

B. Nine

C. Ten

P03-L2-Q03. Listen. What should you bring to the swim class? Write one item.

P03-L2-Q04. Listen. How often does bus number six stop outside the centre?

A. Every ten minutes

B. Every twenty minutes

C. Every thirty minutes

Language in new situations

P03-U-Q01. Complete with by or on: We go to the library ___ foot.

P03-U-Q02. Choose the correct sentence for a usual day.

A. She leaves home at eight.

B. She leave home at eight.

C. She leaving home at eight.

P03-U-Q03. Complete with at or in: My work starts ___ half past nine.

P03-U-Q04. A class starts at 10:00. Which arrival time is before the class?

A. 10:15

B. 9:50

C. 10:05

P03-U-Q05. Complete with the correct form of go: Leo ___ to work by train every weekday.

P03-U-Q06. The timetable says 14:00. Which time is the same?

A. Two in the morning

B. Four in the afternoon

C. Two in the afternoon

P03-U-Q07. Complete with one word: I ___ a break at eleven. Use the verb that goes with a break.

P03-U-Q08. Write the two missing words: I start at 8:00 and finish at 4:00. I work ___ eight ___ four. Write the two words in order.

Say it clearly · Make the time and the final s clear

Say the important time a little more clearly. Keep the final sound in leaves and starts. Do not add a new syllable after s.

• She leaves at eight.

• He starts at nine.

• by train

• on foot

Audio p03-pronunciation: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

P03-S1 · Choose a bus for your day

Ask a travel helper about two buses. You need to arrive before your class starts. Ask the departure and arrival times, choose a bus and say why it works.

Your card: ROLE A - learner. Your class at Lake Centre starts at 9:00 in the morning. You are at Town Station. You need to arrive by 8:50. You do not know the bus timetable. Tell the helper where you want to go and when you need to arrive.

• Read only your card and note the time you need.

• Ask the helper for the bus times; listen before choosing.

• Say the bus number and both times back to the helper.

Give your partner the separate card with this task ID at the back of the workbook. Keep the partner facts private until you finish.

Solo rehearsal: Solo rehearsal only. Reply to “Where do you want to go?” and “What time do you need to arrive?” Then record questions asking the departure and arrival times for Bus 2 and Bus 7. You need a partner’s answers for the real choice.

A solo attempt prepares you; it does not show two-way interaction.

• I gave the destination and the latest arrival time.

• I asked about both departure and arrival.

• I chose a bus that arrives by the latest time on my own card.

• I confirmed the selected bus and times.

Listener: facts understood, help used and one next step

P03-S2 · Tell a short routine

Tell a partner about an invented weekday. Give four activities in time order and a way to travel. Answer questions about one time and one activity.

Your card: ROLE A - learner. Your invented day: get up 6:30; breakfast 7:00; leave home 7:40; go by bike; start work 8:00; finish 4:00; cook at home 6:00. Choose four activities and include the journey.

• Use the facts on your card to choose four short sentences.

• Speak from words or times, not a full written script.

• Answer the listener’s questions and correct any wrong detail.

Give your partner the separate card with this task ID at the back of the workbook. Keep the partner facts private until you finish.

Solo rehearsal: Solo rehearsal only. Tell four activities from your card. Then answer: “What time do you leave home?” “Do you go by train?” Pause and reply in full short sentences.

A solo attempt prepares you; it does not show two-way interaction.

• I gave four activities in a clear order.

• I included the bicycle journey.

• I used at with the clock times.

• I answered and corrected the train question.

Listener: facts understood, help used and one next step

P03-W1 · Leave a weekday note

Write about 25-40 words to your new flatmate. Use this invented routine: leave home 7:15; travel by bus; work 8:00-3:00; arrive home 3:30. Include when you leave, how you travel and when you are home. The length is a guide.

• Write without the model.

• Check the order of your times.

• Make the travel and home-time information clear.

First draft

• I said I leave at 7:15.

• I included travel by bus.

• I gave the work period correctly if I included it.

• I said I arrive home at 3:30.

Review: Check that 3:00 is the work finish time and 3:30 is the home arrival time.

Revised message or checked information

What I changed, or why no change was needed

P03-W2 · Share a morning plan

Write about 25-40 words to a study partner. Your invented plan is breakfast at 8:00, a walk at 8:30 and English study from 9:00 to 9:30. Say where you study: at home. Ask about your partner's study time. The length is a guide.

• Write without the model.

• Underline each activity and its time.

• Add one question for the reader.

First draft

• I included breakfast at 8:00.

• I included the walk at 8:30.

• I gave the study period and home location.

• I asked the partner about a study time.

Review: Use from and to to show when the study period starts and finishes.

Revised message or checked information

What I changed, or why no change was needed

Return after 1, 3 and 7 days

Day 1: Close the pack. Change the subject: I leave at seven. She ___.

Day 3: Complete: I go ___ train. The station is near my home, so I go there ___ foot.

Day 7: Write two sentences from this new timetable: 8:10 leave home; 8:35 arrive at work.

What can you do now?

• I can connect timetable times with the right activities.

• I can describe a journey with two parts.

• I can share a short routine and answer a question about it.

Need more practice? Write the times from P03-L1 in order, then listen again. Retry P03-L1-Q01 to Q04 and use the times to rehearse P03-S2.

Ready to continue? Keep a new one-day timetable. Ask a partner about a different routine and note three true details from the exchange. Continue to week 6 and P04.

Unit 04 · Let’s meet

Sắp xếp một cuộc gặp

- Find the day, date, time and place of a plan.
- Ask about free time and agree a new plan.
- Write an invitation, reply or appointment note with clear details.

Before: recall five useful words and make one first sentence. Keep this first attempt for comparison.

Core language and words

English	Vietnamese help	Example
Monday	thứ Hai	The class is on Monday.
Wednesday	thứ Tư	I am free on Wednesday.
Friday	thứ Sáu	We meet on Friday.
weekend	cuối tuần	I work at the weekend.
appointment	cuộc hẹn	My appointment is at ten.
free	rảnh	Are you free at two?
morning	buổi sáng	I study in the morning.
afternoon	buổi chiều	We meet in the afternoon.
half past	rưỡi, 30 phút sau giờ	It is half past seven.
quarter past	15 phút sau giờ	It is quarter past nine.

Do/Does; on with days and at with times

For ordinary verbs, ask Do + I/you/we/they + base verb? or Does + he/she/it + base verb? Say Does she work?, without s on work. Answer Yes, I do or No, I don’t; Yes, she does or No, she doesn’t. Use don’t or doesn’t + base verb for a negative. Compare Are you free? and Do you work? Free describes a person, so it uses be. Work is an ordinary verb, so the question uses do. Say on Monday, at ten and in the morning. Half past seven is 7:30. Quarter past nine is 9:15.

Do you work on Monday?

Does she study on Friday?

I do not work on Sunday.

She does not work at night.

Are you free at half past two?

Use Does she work on Friday? instead of Does she works on Friday?. After does, use the base verb work.

Use I am free on Monday. instead of I am free in Monday.. Use on before a day of the week.

Hear the difference between thirteen and thirty

Thirteen often has stronger stress on teen; thirty usually has stronger stress on thir. Repeat the whole hour and minute when you check a time. Listen, repeat and check the information rather than relying on a Vietnamese sound spelling.

• thirteen

• thirty

• half past two

• on Wednesday afternoon

Audio w06-drills: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

Day	Morning	Afternoon
Monday	work	work
Wednesday	English class 9:15	free
Friday	work	appointment 14:30
Sunday	free	family visit

Core reading · Kim’s week

Kim works in a shop on Monday and Friday morning. She does not work on Wednesday. Her English class is on Wednesday at quarter past nine. The class finishes at eleven. In the afternoon, she is free. On Friday, she has an appointment at half past two. She writes the time in her notebook. Her friend Tom wants to meet for coffee. Kim is free on Wednesday afternoon, so they meet at three. On Sunday, she visits her family. She does not study at night because she is tired. She studies in the morning.

Tìm khoảng rảnh thay vì cố nhớ tất cả chi tiết ngay lượt đọc đầu.

Core listening · Finding a time to meet

Audio w06-listen: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

Listen twice. Keep the transcript in the answer book closed.

Session 1 · Read Kim’s timetable

Find a suitable time for a meeting.

Study plan: Recall 5 min; words and reading 25; questions and evidence 20; spoken description 15; writing and review 25.

W06D1Q01. Read Kim’s timetable text. Which day is explicitly named as a day when she does not work?

A. Monday

B. Friday morning

C. Wednesday

W06D1Q02. Read. What time does the English class start?

A. 11:00

B. 9:15

C. 9:30

W06D1Q03. Read. What time is Friday’s appointment?

A. 14:30

B. 14:00

C. 15:30

W06D1Q04. Read. What day do Kim and Tom meet for coffee?

A. Friday

B. Sunday

C. Wednesday

W06D1Q05. Read. Why does Kim not study at night?

A. The café is closed

B. She is tired

C. She works all night

W06D1Q06. Reading: What part of the day does Kim study?

A. morning

B. night

C. midnight

Speak

Describe three times in the timetable and one free period.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Write four timetable notes using on and at.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

Session 2 · Listen to a changed meeting time

Identify the suggested time and the agreed time.

Study plan: Recall 10 min; predict and listen 20; questions and check 20; replay and pronunciation 15; speaking/writing 25.

W06D2Q01. Listen to the changed appointment. Which day and part of the day does Tom ask about first?

A. Sunday afternoon

B. Friday afternoon

C. Wednesday morning

W06D2Q02. Listen. What time does Kim’s class finish?

A. eleven

B. twelve

C. nine

W06D2Q03. Listen. What meeting time does Tom first suggest?

A. three

B. half past two

C. half past three

W06D2Q04. Listen. What time do they finally agree?

A. four

B. three

C. three thirty

W06D2Q05. Listen. What time does Kim’s bus leave?

A. four

B. three

C. two

W06D2Q06. Listen. Where will they meet?

A. the shop

B. the English classroom

C. the station café

Speak

Act as two people: suggest 3:30, ask to change it to 3:00, then confirm.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Write a confirmation message with the day, time and meeting place.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

Session 3 · Ask with do and does

Ask about a routine without adding s after does.

Study plan: Recall 10 min; examples and contrasts 20; controlled practice 20; change the facts 15; speaking/writing 25.

W06D3Q01. Complete with Do or Does: ___ you work on Monday?

W06D3Q02. Complete with Do or Does: ___ Kim work on Friday?

W06D3Q03. Complete with work or works: Does she ___ at night?

W06D3Q04. Complete with on or at: The class is ___ Wednesday.

W06D3Q05. Complete with on or at: We meet ___ three.

W06D3Q06. Choose the correct question about free time.

A. Does you free?

B. Are you free?

C. Do you free?

Speak

Ask a partner three do questions, then ask about Kim using does.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Write three questions and short answers about Kim’s timetable.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

Session 4 · Arrange your own meeting

Confirm the day, time and place of a meeting.

Study plan: Recall 10 min; plan the message 15; sentence practice 20; roleplay 20; writing and repair 25.

W06D4Q01. Use the day name from this week’s list for the day after Sunday: The class is on ___.

W06D4Q02. Use the day name from this week’s list for the day after Tuesday: I am free on ___.

W06D4Q03. Use the day name from this week's list for the day after Thursday: We meet on ___.

W06D4Q04. Put the words in order: you / on / Do / work / Monday.

W06D4Q05. Put the words in order: she / on / Does / study / Friday.

W06D4Q06. Put the words in order: do / work / Sunday / I / not / on.

Speak

Use an invented timetable to invite someone for coffee and confirm the plan.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Write 30-45 words to invite someone to meet. Suggest a specific day and time.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

Session 5 · Review timetables and appointments

Read and confirm times without the model.

Study plan: Try questions 20 min; check and correct 20; speaking 20; writing 20; record next steps 10. Familiar material: this is review.

W06D5Q01. Read. On which day does Kim have both work and an appointment?

A. Sunday

B. Friday

C. Wednesday

W06D5Q02. Read. What does Kim do on Sunday?

A. Visits her family

B. Works in the shop

C. Meets Tom at three

W06D5Q03. Listen. Is the confirmed meeting time 3:00 or 3:30?

A. 3:30

B. They do not agree a time.

C. 3:00

W06D5Q04. Listen. Why does Kim want the earlier time?

A. She works at four

B. Her bus leaves at four

C. Her class starts at four

W06D5Q05. Write the missing time words: 9:15 is ___ nine.

W06D5Q06. Vocabulary review: Write the word from this week’s list for Saturday and Sunday together.

W06D5Q07. Vocabulary review: Write the word from this week’s list for an arranged time to meet someone.

W06D5Q08. Vocabulary review: Write the word from this week’s list meaning not busy or available to meet.

W06D5Q09. Rewrite the whole question correctly: Does she works on Friday?

W06D5Q10. Rewrite the whole sentence correctly: I am free in Monday.

Speak

Suggest Monday at 10:15, then change the time to 10:30.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Write a timetable with three activities for a new character. Add one negative sentence.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

New situations · Sessions 6 and 7

Use R1, L1, S1 and W1 in Session 6. Use R2, L2, S2, W2 and the language questions in Session 7. These tasks use new contexts.

Useful phrase	Vietnamese help	Example
Are you free?	Bạn có rảnh không?	Are you free on Friday?
meet at	gặp tại hoặc gặp lúc	We meet at the library at two.
on Tuesday	vào thứ Ba	My appointment is on Tuesday.
at half past four	lúc bốn giờ rưỡi	Let’s meet at half past four.
in the afternoon	vào buổi chiều	I am free in the afternoon.
a date	ngày trong lịch	Please write the date: 9 July.
an appointment	cuộc hẹn	I have an appointment at ten.
change the time	đổi giờ	Can we change the time?
Sorry, I’m busy.	Xin lỗi, tôi bận.	Sorry, I’m busy on Monday.
See you then.	Hẹn gặp lúc đó.	Saturday at two. See you then.

Days, dates and times

Use on before a day or a date: on Friday, on 10 July. Use at before a clock time: at four. Use in for a part of the day: in the afternoon. Ask Are you free? Give both the day and time when you agree a plan.

• Are you free on Friday?

• The appointment is on 10 July at four.

• I am busy in the morning.

On đi với thứ hoặc ngày; at đi với giờ; in dùng với buổi trong ngày. Khi chốt hẹn, nói đủ ngày và giờ.

Use Let’s meet on Friday. instead of Let’s meet in Friday.. Use on before a day of the week.

Use The class starts at four. instead of The class starts on four.. Use at before a clock time.

P04-R1 · A week of appointments

Find a date, not a clock time.

PRACTICE CALENDAR - JULY
Monday 6 July: book club, 5:00 p.m., Green Library
Tuesday 7 July: bike repair, 10:00 a.m., Hill Shop
Wednesday 8 July: no appointments
Thursday 9 July: English practice, 3:30 p.m., room 2
Friday 10 July: lunch with Uma, 12:30 p.m., Park Café
This is Jordan’s calendar. Jordan works each morning except Tuesday. On Wednesday afternoon, Jordan is free. Please check the calendar before you suggest a meeting.

P04-R1-Q01. Read the calendar. Where is the book club?

A. Hill Shop

B. Room 2

C. Green Library

P04-R1-Q02. Read. What date is the bike appointment? Write the day and month, not the weekday.

P04-R1-Q03. Read. When is Jordan free according to the final paragraph?

A. Wednesday afternoon

B. Tuesday morning

C. Friday morning

P04-R1-Q04. Read. What time is English practice? Write a time.

P04-R2 · Come to our garden

Find what the visitor should bring.

Hi Mei,
Would you like to visit our garden on Sunday 12 July? Please come at two in the afternoon. We live at 18 Lake Road. Bring a hat; the garden has very little shade. We have water and fruit, so you do not need to bring food. Please send a reply by Friday. Tell me if two o’clock is a good time for you.
Nadia

P04-R2-Q01. Read the invitation. Who sends it? Write a name.

P04-R2-Q02. Read. What should Mei bring?

A. Food

B. A hat

C. A bottle of water

P04-R2-Q03. Read. What is the house number? Write a number or a word.

P04-R2-Q04. Read. When should Mei send a reply?

A. By Sunday

B. By Monday

C. By Friday

P04-L1 · Change the bike appointment

Listen for the old time and the final new time.

Audio p04-l1: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

Listen twice before looking at the transcript. Note extra plays or help.

P04-L1-Q01. Listen to the bike call. Why does Alex change the appointment?

A. Alex works on Tuesday morning.

B. The shop is closed all week.

C. The bike is at home.

P04-L1-Q02. Listen. What day is the final appointment?

P04-L1-Q03. Listen. Which final time does Alex accept?

A. 11:30 a.m.

B. 2:15 p.m.

C. 10:00 a.m.

P04-L1-Q04. Listen. Which door should Alex use? Write a short phrase.

P04-L2 · A different place to study

Listen for what changes and what stays the same.

Audio p04-l2: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

Listen twice before looking at the transcript. Note extra plays or help.

P04-L2-Q01. Listen to the friends. What day do they meet?

P04-L2-Q02. Listen. Why do they need another place?

A. The café has no paper.

B. The café is too far away.

C. The café closes at four.

P04-L2-Q03. Listen. Where do they finally agree to meet? Write the building and part of it.

P04-L2-Q04. Listen. What does Owen ask Lila to bring?

A. A pen

B. A laptop

C. Paper for both

Language in new situations

P04-U-Q01. Complete with on, at or in: Let’s meet ___ 9 July.

P04-U-Q02. Which message confirms a complete meeting plan?

A. See you soon.

B. Monday at three, at East Library.

C. I like the library.

P04-U-Q03. Complete with one word: ___ you free on Sunday?

P04-U-Q04. A friend suggests 2:00. You work until 3:00. Choose a useful reply.

A. Yes, I finish at two.

B. What is your family name?

C. Sorry, I'm busy. Are you free at four?

P04-U-Q05. Write this time in numbers: half past four in the afternoon.

P04-U-Q06. Which question asks for a calendar date?

A. What is the date?

B. What colour is it?

C. Where is the door?

P04-U-Q07. Complete with at or in: I am free ___ the evening.

P04-U-Q08. Complete the reply with the word that refers to the agreed time: "Let's meet on Friday at six." "Good. See you ___."

Say it clearly · Say and check the whole appointment

Pause between the day, date and time. Repeat all three if the plan changes. Speak clearly rather than quickly.

• on Friday

• on the tenth of July

• at half past four

• See you then.

Audio p04-pronunciation: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

P04-S1 · Find one time together

Plan a short study meeting. Keep your calendars separate. Ask about three possible times. Agree a time when both of you are free and ask for the room.

Your card: ROLE A - learner. You are free Monday at 4:00, Tuesday at 10:00 and Wednesday at 5:00. You can use the learning centre on one of these days. You do not know the partner's calendar or the room. Ask and agree a meeting.

• Read your own availability, not your partner's.

• Ask "Are you free…?" and listen to each answer.

• Confirm the day, time and room together.

Give your partner the separate card with this task ID at the back of the workbook. Keep the partner facts private until you finish.

Solo rehearsal: Solo rehearsal only. Record three questions using the days and times on your card. Then practise replying to "Sorry, I'm busy" and asking about the next time. A real partner is needed to agree a meeting.

A solo attempt prepares you; it does not show two-way interaction.

• I asked about availability instead of assuming it.

• I checked which suggested times worked for both of us.

• I agreed one time when both of us were free.

• I asked for and confirmed the room as well as the day and time.

Listener: facts understood, help used and one next step

P04-S2 · Move a meeting politely

Phone a friend to change a meeting. Say the old plan, explain that you are busy and ask for the new time. Listen to the friend's answer.

Your card: ROLE A - caller. Your old plan is Friday at 11:00 at North Café. You now work until 12:00. Ask to meet Friday at 1:00 at the same café.

• Choose your role and note old and new details.

• Make the request and give a short reason.

• Repeat the agreed plan before ending the call.

Give your partner the separate card with this task ID at the back of the workbook. Keep the partner facts private until you finish.

Solo rehearsal: Solo rehearsal only. Begin a call to change the meeting. Then reply to "What time is good for you?" and "At the same café?" End with the new day, time and place.

A solo attempt prepares you; it does not show two-way interaction.

• I made it clear that the 11:00 meeting changed.

• I gave the short reason: work until 12:00.

• I asked about 1:00 instead of announcing it without a reply.

• I confirmed Friday, 1:00 and North Café.

Listener: facts understood, help used and one next step

P04-W1 · Reply to an invitation

Your friend invites you to the park on Saturday at 10:00. Write about 25-40 words. Thank the friend, say you are busy then, suggest Sunday at 10:00 at the same park and ask if that is OK. The length is a guide.

• Write without the model.

• Check that old and new days are different.

• Add a clear question for your friend.

First draft

• I thanked the friend.

• I said Saturday morning does not work.

• I suggested Sunday at 10:00 at the park.

• I asked the friend to agree.

Review: Keep the new day and time in one clear sentence.

Revised message or checked information

What I changed, or why no change was needed

P04-W2 · Write an appointment note

Complete a reminder for an invented learner. The name is Emil Day. The appointment is English support on Wednesday 15 July at 2:30 p.m. in room 9. Include all details in the right fields.

• Write without the model.

• Check the day, date and time separately.

• Read the note as if you need it next week.

Field	Your information
Name	
Appointment	
Day and date	
Time	
Place	

• I included Emil Day's full name.

• I named the appointment as English support.

• I recorded Wednesday 15 July and 2:30 p.m.

• I recorded room 9.

Review: Add p.m. so the time clearly means the afternoon.

Revised message or checked information

What I changed, or why no change was needed

Return after 1, 3 and 7 days

Day 1: Close the pack. Complete: ___ Friday, ___ four, ___ the afternoon.

Day 3: A friend is busy at two. Write one question to suggest three on the same day.

Day 7: Write a clear confirmation from these facts: Monday / 6 July / 5:00 p.m. / Green Library.

What can you do now?

- I can separate a day, date, time and place.
- I can negotiate a new time and confirm the final plan.
- I can write a short reply or reminder that another person can use.

Need more practice? Mark the old and final times in P04-L1. Retry P04-L1-Q01 to Q04, then practise P04-S2 with the model hidden.

Ready to continue? Keep P04-W1. Exchange a new invitation with a partner and agree one change using short messages. Continue to week 7 and P05.

Unit 05 · At home

Ở nhà

• Find objects and places in a short home message.

• Understand simple household instructions and a shared-space notice.

• Ask where to put things and write a useful note for a visitor.

Before: recall five useful words and make one first sentence. Keep this first attempt for comparison.

Core language and words

English	Vietnamese help	Example
bedroom	phòng ngủ	The bedroom is small.
kitchen	nhà bếp	The kitchen is bright.
living room	phòng khách	The living room has a window.
table	bàn	There is a table.
chair	ghế	There are two chairs.
window	cửa sổ	The window is open.
next to	bên cạnh	The desk is next to the bed.
under	ở dưới	The bag is under the chair.
behind	phía sau	The door is behind me.
in front of	phía trước	The table is in front of the sofa.

There is / There are and place words

Use there is to introduce one object and there are for two or more: There is a table. There are two chairs. Put is or are first in questions: Is there a window? Are there two chairs? For negatives, say There isn’t a TV or There aren’t any chairs. After introducing an object, use the for that known object: The table is next to the window. Next to means beside, under means below, behind means at the back of and in front of means before an object in space. Use the stated plan or viewpoint; do not guess positions from a decorative picture.

There is a bed.

There are two chairs.

Is there a window?

The bag is under the table.

The desk is next to the bed.

Use There are two chairs. instead of There is two chairs.. Two chairs is plural, so use are.

Use The bag is next to the chair. instead of The bag is next the chair.. The complete place phrase is next to.

The /ð/ sound in there and the

Put the tip of your tongue lightly between your teeth. Let air pass and use your voice for /ð/. Do not push the tongue far out. Practise there and the, then whole sentences. The sound in these and there is voiced; /θ/ in three is unvoiced.

• there is

• there are

• the table

• under the chair

Audio w07-drills: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

Object	Stated position
desk	next to the window
bag	under the desk
bed	next to the desk
lamp	on the desk

Core reading · An’s room

An lives in a small flat. There is one bedroom and a kitchen. The bedroom is bright. There is a desk next to the window and a bed next to the desk. There are two chairs, but there is not a sofa. An’s bag is under the desk. A lamp is on the desk. There are three books next to the lamp. An studies in this room at night. The kitchen is small, but it is clean. An likes the flat because it is near work. A friend visits on Saturday, and they have tea in the kitchen.

Tìm số lượng và vị trí của từng vật; dựa vào câu văn để xác nhận.

Core listening · Looking for a key

Audio w07-listen: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

Listen twice. Keep the transcript in the answer book closed.

Session 1 · Read about a room

Find and retell at least three correct details from the reading.

Study plan: Recall 5 min; words and reading 25; questions and evidence 20; spoken description 15; writing and review 25.

W07D1Q01. Read about An’s room. Where does An live?

A. a hotel

B. a small flat

C. a large house

W07D1Q02. Read. How many chairs are in the bedroom?

A. two

B. three

C. one

W07D1Q03. Read. What is the desk next to?

A. the door

B. the sofa

C. the window

W07D1Q04. Read. Where is An’s bag?

A. in the kitchen

B. under the desk

C. on the bed

W07D1Q05. Read. How many books are next to the lamp?

A. three

B. two

C. four

W07D1Q06. Read. Why does An like the flat?

A. It has a sofa

B. It is very large

C. It is near work

Speak

Retell three or four main details from the reading. Then change one detail to describe another person.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Write four to six sentences summarising the reading. Include only details supported by the text.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

Session 2 · Listen and respond about a room

Hear the main details and use them in a short response.

Study plan: Recall 10 min; predict and listen 20; questions and check 20; replay and pronunciation 15; speaking/writing 25.

W07D2Q01. Listen to the room conversation. What is Sam looking for?

A. a key

B. a book

C. a cup

W07D2Q02. Listen. What is on the table?

A. two keys

B. three books

C. two cups

W07D2Q03. Listen. Where is Sam’s bag?

A. behind the lamp

B. on the chair

C. under the desk

W07D2Q04. Listen. What is behind the lamp?

A. a small box

B. a window

C. a sofa

W07D2Q05. Listen. Where do they find the key?

A. under the bag

B. on the table

C. in the box

W07D2Q06. Listen. Where does An want the box to go next time?

A. on the chair

B. next to the door

C. under the bed

Speak

Retell information from the conversation. Then act as two people asking and answering about three details.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Write four to six sentences of notes after listening. Check the transcript after you finish.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

Session 3 · Use sentence patterns in a situation

Make four correct sentences with this week's grammar.

Study plan: Recall 10 min; examples and contrasts 20; controlled practice 20; change the facts 15; speaking/writing 25.

W07D3Q01. Complete with is or are: There ___ a kitchen.

W07D3Q02. Complete with is or are: There ___ three books.

W07D3Q03. Complete with Is or Are: ___ there a lamp?

W07D3Q04. Complete the place phrase: next ___ the window.

W07D3Q05. Complete with under or on to show a position below: The bag is ___ the desk.

W07D3Q06. Complete with a or the: There is a desk. ___ desk is small.

Speak

Describe a study room with one desk and two chairs. Say where a lamp and two books are. Ask one Is there...? question.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Write four sentences about a room: one with There is, one with There are, and two giving object positions. Check is/are and each place phrase.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

Session 4 · Describe a room

Complete a response with the required information for the situation.

Study plan: Recall 10 min; plan the message 15; sentence practice 20; roleplay 20; writing and repair 25.

W07D4Q01. Use the room word from this week's list for the room where people sleep: The ___ is small.

W07D4Q02. Use the room word from this week's list for the room where people cook: The ___ is bright.

W07D4Q03. Use the two-word room name from this week's list for the room where people sit and relax: The ___ has a window.

W07D4Q04. Put the words in order: is / bed / There / a.

W07D4Q05. Put the words in order: are / chairs / There / two.

W07D4Q06. Put the words in order: there / window / Is / a.

Speak

Describe an invented study room in about 35-50 words: at least four objects, two positions and one object that is not there.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Write about 35-50 words describing an invented study room: at least four objects, two positions and one object that is not there. Draft, then revise with the checklist.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

Session 5 · Review and use it independently

Complete a new task without reading the model.

Study plan: Try questions 20 min; check and correct 20; speaking 20; writing 20; record next steps 10. Familiar material: this is review.

W07D5Q01. Read about An’s bedroom. Is there a sofa in the room?

A. No

B. Yes

C. Not stated

W07D5Q02. Read. What day does a friend visit An?

A. Sunday

B. Monday

C. Saturday

W07D5Q03. Listen. Is the key under the bag at the end?

A. Not stated

B. No

C. Yes

W07D5Q04. Listen. Where is the box when they find the key?

A. behind the lamp

B. next to the door

C. on the chair

W07D5Q05. Choose the correct sentence for two chairs.

A. There is two chairs.

B. There two chairs.

C. There are two chairs.

W07D5Q06. Vocabulary review: Write the furniture word from this week’s list for a flat surface used for meals or other activities.

W07D5Q07. Vocabulary review: Write the furniture word from this week’s list for a seat for one person.

W07D5Q08. Vocabulary review: Write the word from this week’s list for the part of a wall with glass that lets in light.

W07D5Q09. Rewrite the whole sentence correctly: There is two chairs.

W07D5Q10. Rewrite the whole sentence correctly: The bag is next the chair.

Speak

Keep the model closed. Describe another room with three chairs and one table. Say where the books are and ask one question.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Keep the model closed. Describe another room with three chairs and one table. Say where the books are and include one question. Write a clear paragraph, then check and revise it.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

New situations · Sessions 6 and 7

Use R1, L1, S1 and W1 in Session 6. Use R2, L2, S2, W2 and the language questions in Session 7. These tasks use new contexts.

Useful phrase	Vietnamese help	Example
a bedroom	phòng ngủ	Your bedroom is upstairs.
a bathroom	phòng tắm	The bathroom is next to your room.
a shelf	kệ	The cups are on the shelf.
a towel	khăn	There is a clean towel on the bed.
beside the door	cạnh cửa	Leave your shoes beside the door.
inside the cupboard	bên trong tủ	The plates are inside the cupboard.
Please put it here.	Vui lòng đặt nó ở đây.	This is the coat shelf. Please put it here.
Please close the door.	Vui lòng đóng cửa.	Please close the door after you come in.
Do not leave	đừng để lại	Do not leave cups on the floor.
a shared kitchen	bếp dùng chung	Please keep the shared kitchen clean.

Say what is there and what to do

Use there is for one object and there are for more than one. Give a clear place: on the shelf, inside the cupboard, beside the door. For a short instruction, start with a verb: Put the cup here. Add please to sound polite. Do not + verb tells someone not to do an action.

• There are two towels on the bed.

• Please put your coat on the chair.

• Do not leave bags by this door.

There is cho một vật; there are cho nhiều vật. Chỉ dẫn ngắn bắt đầu bằng động từ; thêm please để lịch sự. Do not + động từ diễn đạt việc không nên làm trong tình huống.

Use There is a towel on the bed. instead of There are a towel on the bed.. One towel takes there is.

Use Please put the cup here. instead of Please puts the cup here.. Use the base verb put in an instruction.

P05-R1 · Welcome to our home

Find two objects that help a visitor.

Hi Sol,
Welcome! Your bedroom is upstairs, next to the bathroom. There is a clean towel on your bed. There are two extra pillows inside the tall cupboard. Your blue cup is on the kitchen shelf, beside the tea. Please close the kitchen window before you go out. Leave your shoes on the small mat by the front door. I am home at six.
Tari

P05-R1-Q01. Read Tari's note. Where is Sol's bedroom?

A. Downstairs beside the kitchen

B. Upstairs beside the bathroom

C. Behind the front door

P05-R1-Q02. Read. Where is the clean towel? Write a short phrase.

P05-R1-Q03. Read. What is inside the tall cupboard?

A. The blue cup

B. The shoes

C. Two extra pillows

P05-R1-Q04. Read. What should Sol close before going out? Write the object.

P05-R2 · Using the laundry room

Find the opening hours and one rule.

LAUNDRY ROOM - FOR RESIDENTS
Open every day: 8:00 a.m.-8:00 p.m.
There are two washing machines. Please write your name and start time on the board before you use one. A wash takes forty minutes. Bring your own soap. Do not leave clothes here overnight.
The laundry room is behind the stairs. The small table is for clean clothes. Please leave the table clear after use.

P05-R2-Q01. Read the notice. What time does the laundry room close? Write a time.

P05-R2-Q02. Read. What should people write on the board?

A. Their name and start time

B. Their room colour

C. The price of their clothes

P05-R2-Q03. Read. How many minutes does a wash take? Write a number or words.

P05-R2-Q04. Read. What is the small table for?

A. Wet shoes

B. Clean clothes

C. Soap for everyone

P05-L1 · Things for dinner

Listen for where the kitchen things are.

Audio p05-l1: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

Listen twice before looking at the transcript. Note extra plays or help.

P05-L1-Q01. Listen to the dinner call. Where are the big plates?

A. On the table

B. Beside the cooker

C. Behind the small plates

P05-L1-Q02. Listen. What colour is the cupboard with the plates? Write one colour.

P05-L1-Q03. Listen. Where are the forks?

A. In the drawer beside the cooker

B. In the white cupboard

C. Under the table

P05-L1-Q04. Listen. How many glasses do they need? Write a number or word.

P05-L2 · Where can I put my things?

Listen for the places for three different objects.

Audio p05-l2: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

Listen twice before looking at the transcript. Note extra plays or help.

P05-L2-Q01. Listen to the visitor. Where should Uma leave her coat? Write a short phrase.

P05-L2-Q02. Listen. Where should the suitcase go for now?

A. On the bed

B. Under the table

C. Beside the green pot

P05-L2-Q03. Listen. What colour is the pot for the umbrella?

P05-L2-Q04. Listen. Which door is the bathroom?

A. The last door on the right

B. The second door on the left

C. The first door on the left

Language in new situations

P05-U-Q01. Complete with is or are: There ___ three cups on the shelf.

P05-U-Q02. Choose the polite instruction.

A. Please close the window.

B. Please closes the window.

C. Please the window close is.

P05-U-Q03. Complete with in or on: The plate is inside the cupboard. It is ___ the cupboard.

P05-U-Q04. A notice says “Do not leave bags by this door.” What should you do?

A. Put every bag there

B. Keep that place free of bags

C. Leave a bag there overnight

P05-U-Q05. Complete with is or are: ___ there a towel in the bathroom?

P05-U-Q06. The lamp is on the shelf. Which sentence gives the same position?

A. The lamp is under the shelf.

B. The lamp is inside the shelf.

C. The shelf has a lamp on it.

P05-U-Q07. Complete the instruction with the verb put: Please ___ your bag under the chair.

P05-U-Q08. Use do to make this instruction negative: Please ___ leave cups on the floor. You may use the full or short form.

Say it clearly · Make the place words clear

Pause after the object, then say the place as a group. Make under, on and inside easy to hear because they change the meaning.

• on the shelf

• inside the cupboard

• beside the door

• Please put it here.

Audio p05-pronunciation: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

P05-S1 · Put a visitor’s things away

You are a visitor with three objects. Ask your host where each one goes. The host needs to know which objects you have. Confirm each place before you finish.

Your card: ROLE A - visitor. You have a wet coat, a small backpack and a bicycle helmet. You do not know where to put them. Tell the host each object and ask where it goes.

• Keep the role cards separate.

• Name one object, ask where it goes and listen to the place.

• Repeat the three object-and-place pairs to check them.

Give your partner the separate card with this task ID at the back of the workbook. Keep the partner facts private until you finish.

Solo rehearsal: Solo rehearsal only. Reply to “What do you have?” Then ask where to put your coat, backpack and helmet. Practise saying “Could you say that again, please?” before you try the task with a partner.

A solo attempt prepares you; it does not show two-way interaction.

• I named all three objects.

• I asked for the place of each object.

• I matched each object with the place I heard.

• I checked the final places with the host.

Listener: facts understood, help used and one next step

P05-S2 · Describe a study corner

Describe a small study corner to a partner who cannot see it. Say what is there and give two exact positions. Answer two checking questions.

Your card: ROLE A - room owner. Your study corner has one desk and two chairs. A lamp is on the desk. A notebook is under the lamp. A plant is beside the desk, on the floor. There is no television.

• Read the place facts on your card.

• Describe the corner in three or four short sentences.

• Listen to the partner’s questions and correct wrong details.

Give your partner the separate card with this task ID at the back of the workbook. Keep the partner facts private until you finish.

Solo rehearsal: Solo rehearsal only. Describe the study corner, then answer: “Are there two desks?” “Is the plant on the desk?” Use a correction after No.

A solo attempt prepares you; it does not show two-way interaction.

• I said one desk and two chairs.

• I placed the lamp on the desk.

• I placed the plant on the floor beside the desk.

• I answered both checking questions with clear corrections.

Listener: facts understood, help used and one next step

P05-W1 · Leave a note for a guest

Write about 25-40 words to your guest Jo. Say the guest room is beside the kitchen, the towel is on the bed and the cups are in the white cupboard. Ask Jo to close the front door. The length is a guide.

• Write without the model.

• Check that each object has its own correct place.

• Add a greeting and a polite instruction.

First draft

• I addressed Jo.

• I gave the guest room's position.

• I gave the towel and cup locations without mixing them.

• I asked Jo to close the front door.

Review: Underline on and in, then check the objects that follow them.

Revised message or checked information

What I changed, or why no change was needed

P05-W2 · Make a shared-kitchen notice

Write a short notice of about 20-35 words. The shared kitchen is open 7:00 a.m.-9:00 p.m. Ask people to wash their cups and leave the table clear. Include the room name, hours and both rules. The length is a guide.

• Write without the model.

• Check both opening and closing times.

• Make each rule a short clear instruction.

First draft

• The title identifies the shared kitchen.

• The opening time is 7:00 a.m. and closing time is 9:00 p.m.

• The notice asks users to wash cups.

• The notice asks users to leave the table clear.

Review: Start each rule with a clear verb, such as wash or leave.

Revised message or checked information

What I changed, or why no change was needed

Return after 1, 3 and 7 days

Day 1: Close the pack. Complete: There ___ one towel. There ___ two pillows.

Day 3: Make a polite instruction with these words: put / your shoes / beside the door.

Day 7: Your friend says the cups are under the table. The correct place is the top shelf. Write a clear correction.

What can you do now?

- I can find an object using a short location phrase.
- I can follow and give simple household instructions.
- I can write a note or notice with accurate places and times.

Need more practice? Make an object-and-place list for P05-R1. Retry P05-L2-Q01 to Q04 and rehearse P05-S1 with a partner who can repeat slowly.

Ready to continue? Keep P05-W1. Describe a new simple room to a partner and ask them to place three objects from your instructions. Continue to week 8 and P06.

Unit 06 · At a café

Ở quán ăn và cà phê

- Read a short menu and work out a simple total.
- Explain a food preference and make a polite order.
- Check an order and write a clear food message.

Before: recall five useful words and make one first sentence. Keep this first attempt for comparison.

Core language and words

English	Vietnamese help	Example
rice	cơm, gạo	There is some rice.
water	nước	I would like some water.
bread	bánh mì	We have some bread.
apple	quả táo	I would like an apple.
egg	quả trứng	There are two eggs.
chicken	thịt gà	I eat chicken for lunch.
menu	thực đơn	Here is the menu.
cup	tách	I would like a cup of tea.
bottle	chai	This is a bottle of water.
bill	hóa đơn	The bill is six pounds.

Some/any; a/an; I would like

You can count apples and eggs: an apple, two eggs. Rice, water and bread usually name an amount of food or drink here: some rice, some water. Do not use a rice or two breads for those amounts. To count portions, say a bowl of rice, two slices of bread or a bottle of water. Some is common in positive statements; any is common in ordinary questions and negatives: Do you have any eggs? We don’t have any eggs. Some can also appear in polite offers or requests. Learn I would like as a polite ordering phrase: I would like some water.

I would like an apple.

There is some rice.

We do not have any eggs.

Do you have any bread?

I would like a bottle of water.

Use I would like some rice. instead of I would like a rice.. Rice is uncountable when ordering an amount of rice here.

Use We do not have any eggs. instead of We do not have some eggs.. An ordinary negative statement uses any here.

Polite word groups for ordering

Say I would like as one group. In the short form I'd like, the /d/ can be light before like. Make the food name clear so the listener hears the important item. You do not need to speak fast. Use a clear sentence and please.

• I would like

• I'd like some water.

• a cup of tea

• The bill, please.

Audio w08-drills: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

Item	Price
egg sandwich	£3
chicken sandwich	£4
tea	£2
bottled water	£1

Core reading · Lunch at a small café

Mia has lunch at a small café near her office. The café has egg sandwiches and chicken sandwiches. An egg sandwich is three pounds, and a chicken sandwich is four pounds. Tea is two pounds. A bottle of water is one pound. Mia would like an egg sandwich and some water. She does not want tea today. Her lunch is four pounds. The café has some apples, but it does not have any bananas. Mia likes the quiet tables by the window. After lunch, she walks back to her office and starts work at one.

Tìm món, giá và tổng tiền; phân biệt thứ có trong quán với món Mia thật sự chọn.

Core listening · Changing a lunch order

Audio w08-listen: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

Listen twice. Keep the transcript in the answer book closed.

Session 1 · Read about ordering food

Find and retell at least three correct details from the reading.

Study plan: Recall 5 min; words and reading 25; questions and evidence 20; spoken description 15; writing and review 25.

W08D1Q01. Read about Mia’s lunch. Where does she have lunch?

A. a café near her office

B. at home

C. a school

W08D1Q02. Read. What type of sandwich does Mia choose?

A. chicken

B. fish

C. egg

W08D1Q03. Read. What drink does Mia choose?

A. coffee

B. water

C. tea

W08D1Q04. Read. What is the total price of Mia’s lunch?

A. four pounds

B. five pounds

C. six pounds

W08D1Q05. Read. Which fruit does the café not have?

A. apples

B. The text does not say.

C. bananas

W08D1Q06. Read. What time does Mia start work again?

A. two

B. one

C. twelve

Speak

Retell three or four main details from the reading. Then change one detail to describe another person.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Write four to six sentences summarising the reading. Use only details supported by the text.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

Session 2 · Listen and respond to an order

Hear the main details and use them in a short response.

Study plan: Recall 10 min; predict and listen 20; questions and check 20; replay and pronunciation 15; speaking/writing 25.

W08D2Q01. Listen to the order. What food does the customer ask for first?

A. chicken sandwich

B. rice

C. egg sandwich

W08D2Q02. Listen. What food is unavailable?

A. water

B. egg sandwiches

C. chicken sandwiches

W08D2Q03. Listen. What sandwich does the customer finally choose?

A. chicken

B. egg

C. fish

W08D2Q04. Listen. What drink is finally agreed?

A. tea

B. coffee

C. water

W08D2Q05. Listen. What is the final bill?

A. four pounds

B. five pounds

C. six pounds

W08D2Q06. Listen. Where is the customer’s table?

A. by the window

B. by the door

C. outside

Speak

Retell information from the conversation. Then act as two people asking and answering about three details.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Write four to six sentences of notes after listening. Check the transcript after you finish.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

Session 3 · Use sentence patterns in a situation

Make four correct sentences with this week’s grammar.

Study plan: Recall 10 min; examples and contrasts 20; controlled practice 20; change the facts 15; speaking/writing 25.

W08D3Q01. Complete with a or an: I would like ___ apple.

W08D3Q02. Complete with some or any: We have ___ rice.

W08D3Q03. Complete with some or any: We do not have ___ eggs.

W08D3Q04. Complete this ordinary availability question with some or any: Do you have ___ bread?

W08D3Q05. Complete: a bottle ___ water.

W08D3Q06. Complete with like: I would ___ some tea.

Speak

Say what a café has and does not have. Use two positive sentences with some, one negative with any, and one polite order with would like.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Write four café sentences: two about available food, one about food that is unavailable, and one polite order. Check some/any, a/an and the item names.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

Session 4 · Practise ordering a meal

Complete a response with the required information for the situation.

Study plan: Recall 10 min; plan the message 15; sentence practice 20; roleplay 20; writing and repair 25.

W08D4Q01. Use the food word from this week's list for the grain often served in a bowl: There is some ___.

W08D4Q02. Use the drink word from this week's list for plain drinking liquid: I would like some ___.

W08D4Q03. Use the food word from this week's list for the baked food cut into slices for a sandwich: We have some ___.

W08D4Q04. Put the words in order: would / an / I / like / apple.

W08D4Q05. Put the words in order: is / rice / There / some.

W08D4Q06. Put the words in order: do / have / eggs / We / not / any.

Speak

Act out a lunch order: one sandwich and one drink. Ask the price and confirm the total using the menu. You can prepare a written order first.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Write a lunch order with one sandwich and one drink. Ask the price and confirm the total using the menu. Draft, then revise with the checklist.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

Session 5 · Review and use it independently

Complete a new task without reading the model.

Study plan: Try questions 20 min; check and correct 20; speaking 20; writing 20; record next steps 10. Familiar material: this is review.

W08D5Q01. Use the menu. What is the total for one chicken sandwich and tea?

A. five pounds

B. four pounds

C. six pounds

W08D5Q02. Read. Does Mia choose chicken?

A. Not stated

B. No

C. Yes

W08D5Q03. Listen. Why does the customer change the sandwich?

A. Egg sandwiches are unavailable

B. Chicken is cheaper

C. The customer dislikes eggs

W08D5Q04. Listen. Does the customer finally have tea?

A. Yes

B. Not stated

C. No

W08D5Q05. Choose the phrase for an unspecified amount of bread, without counting loaves or types.

A. three breads

B. some bread

C. a bread

W08D5Q06. Vocabulary review: Write the fruit word from this week's list for a round fruit that can be red or green.

W08D5Q07. Vocabulary review: Write the food word from this week's list for the oval food with a shell, often eaten for breakfast.

W08D5Q08. Vocabulary review: Write the meat word from this week's list for the meat used in the £4 sandwich.

W08D5Q09. Rewrite the whole sentence correctly. Remove a or replace it with some: I would like a rice.

W08D5Q10. Rewrite the whole sentence as an ordinary negative correctly: We do not have some eggs.

Speak

Keep the model closed. Buy an egg sandwich and a bottle of water for a friend. Give each price and the total. Ask whether the café has apples.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Keep the model closed. Write about buying an egg sandwich and a bottle of water for a friend. Give each price and the total, and ask whether the café has apples. Check and revise your paragraph.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

New situations · Sessions 6 and 7

Use R1, L1, S1 and W1 in Session 6. Use R2, L2, S2, W2 and the language questions in Session 7. These tasks use new contexts.

Useful phrase	Vietnamese help	Example
a bowl of soup	một bát súp	I would like a bowl of soup.
a plate of rice	một đĩa cơm	This is a plate of rice and beans.
a fruit bowl	một bát trái cây	The fruit bowl is three pounds.
a cup of coffee	một cốc cà phê	One cup of coffee, please.
without sugar	không đường	Tea without sugar, please.
I like	tôi thích	I like tomato soup.
I don’t like	tôi không thích	I don’t like coffee.
to take away	để mang đi	Two fruit bowls to take away, please.
How much is that?	Tổng đó bao nhiêu tiền?	Soup and tea, please. How much is that?
That’s my order.	Đó là đơn của tôi.	Two soups and one tea. That’s my order.

Order food, amounts and preferences

Use I would like or I’d like for a polite order. Count a container or a portion: two bowls of soup, a cup of tea. Use some for an amount of rice or water. Use I like and I don’t like to explain preferences, not to place the whole order.

• I’d like two bowls of soup, please.

• I like tea, but I don’t like coffee.

• Some water, please.

I would like dùng để gọi món. Có thể đếm bát, cốc hoặc phần; rice/water thường dùng với some. I like diễn đạt sở thích.

Use Two bowls of soup, please. instead of Two bowl of soup, please.. Use the plural bowls after two.

Use I would like some water in this glass. instead of I would like a water in this glass.. For an amount of water in a glass, use some water.

P06-R1 · Sunflower Café menu

Find one meal and one drink.

SUNFLOWER CAFÉ
Tomato soup with bread - £4
Rice and beans - £6
Fish with potatoes - £8
Fruit bowl - £3
Tea - £2
Coffee - £3
Water - £1
The soup and the rice-and-beans meal have no meat or fish. Bread is included with the soup. The café serves lunch from twelve to three. You can eat here or take your food away. Please order at the counter.

P06-R1-Q01. Read the menu. Which meal includes bread in its price?

A. Tomato soup

B. Rice and beans

C. Fish with potatoes

P06-R1-Q02. Read. How much are rice and beans with water? Write the total.

P06-R1-Q03. Read. Which meal is stated to have no meat or fish?

A. Fish with potatoes

B. Rice and beans

C. Chicken with bread

P06-R1-Q04. Read. Where should customers order? Write a short phrase.

P06-R2 · Lunch for two

Find each person’s food and drink.

ORDER FOR COLLECTION - 12:30
Name: Kit Rowan
Kit: one rice-and-beans meal; one bottle of water. Kit does not eat meat or fish.
Nora: one fish-and-potatoes meal; one tea without sugar. Nora does not want coffee.
Please put the drinks in a separate bag. We have spoons and forks at work. We do not need any with this order. We can collect the food at the counter.

P06-R2-Q01. Read the order note. What time is collection? Write a time.

P06-R2-Q02. Read. What drink does Kit order?

A. Tea

B. Coffee

C. A bottle of water

P06-R2-Q03. Read. What does Nora want in her tea: sugar or no sugar? Write a short phrase.

P06-R2-Q04. Read. Why do they not need spoons and forks?

A. They have them at work.

B. They do not eat lunch.

C. The café has no spoons.

P06-L1 · A light lunch

Listen for a preference, the order and the total.

Audio p06-l1: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

Listen twice before looking at the transcript. Note extra plays or help.

P06-L1-Q01. Listen to the café conversation. What food does the customer order?

A. Tomato soup

B. A fruit bowl

C. Rice and beans

P06-L1-Q02. Listen. What drink does the customer choose? Write the drink only.

P06-L1-Q03. Listen. Where will the customer eat?

A. At work

B. At home

C. In the café

P06-L1-Q04. Listen. What is the total price? Write an amount.

P06-L2 · Check the food bag

Listen for what is missing and what the server adds.

Audio p06-l2: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

Listen twice before looking at the transcript. Note extra plays or help.

P06-L2-Q01. Listen to the collection conversation. What is the order number?

P06-L2-Q02. Listen. What is missing from the bag at first?

A. Bread

B. Soup

C. Tea

P06-L2-Q03. Listen. How many pieces of bread does the server add?

P06-L2-Q04. Listen. Do the customers need spoons from the café?

A. Yes, they need four.

B. No, they have spoons at the office.

C. No, they do not have soup.

Language in new situations

P06-U-Q01. Complete with the correct form of bowl: Two ___ of soup, please.

P06-U-Q02. You want to place a polite order. Which sentence is best for this task?

A. I tea like yesterday.

B. You have my tea now.

C. I would like a cup of tea, please.

P06-U-Q03. Complete with a or some: Please put ___ water in this empty glass.

P06-U-Q04. Which sentence describes a preference?

A. I like tomato soup.

B. The soup is four pounds.

C. The soup is on the table.

P06-U-Q05. Coffee costs £3. What is the total for two coffees? Write an amount.

P06-U-Q06. You want to eat the food at home. What can you say when you order?

A. To eat here, please.

B. To take away, please.

C. At this table, please.

P06-U-Q07. Complete with one word: One cup ___ coffee, please.

P06-U-Q08. You want tea with no sugar. Complete with one word: Tea ___ sugar, please.

Say it clearly · Make the item and the number clear

Stress the number and the main food word. Pause before a correction: two teas, not three. Keep please clear without speaking quickly.

• two bowls of soup

• one cup of tea

• without sugar

• How much is that?

Audio p06-pronunciation: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

P06-S1 · Choose lunch within a budget

Order a hot meal and a drink. Tell the server your preference and budget. Ask about the food and prices before you choose. Check the total.

Your card: ROLE A - customer. You have £7 for a hot meal and a drink. You do not eat meat or fish. You prefer water to tea. You do not know today's menu or prices. Ask the server before ordering.

• Read your own role card, keeping the menu card hidden from the customer.

• Ask about food and prices; the server answers and checks the order.

• Choose one suitable meal and drink and confirm the total.

Give your partner the separate card with this task ID at the back of the workbook. Keep the partner facts private until you finish.

Solo rehearsal: Solo rehearsal only. Reply to “What would you like?” by explaining your budget and preference. Ask whether a meal has meat, ask its price and ask about water. You need a partner’s answers to choose from the hidden menu.

A solo attempt prepares you; it does not show two-way interaction.

• I told the server my food preference and budget.

• I asked about the meal and drink before choosing.

• I chose a meal and drink that fit my preferences and budget.

• I checked the total from the prices I heard and listened to confirmation.

Listener: facts understood, help used and one next step

P06-S2 · Correct a drink order

Your server checks an order but one detail is wrong. Listen, correct the drink and confirm the quantity and sugar preference.

Your card: ROLE A - customer. Your order is two cups of tea without sugar and one fruit bowl. You do not want coffee.

• Read your intended order.

• Listen to the server’s check and find the wrong detail.

• Correct it politely, then listen to the final order.

Give your partner the separate card with this task ID at the back of the workbook. Keep the partner facts private until you finish.

Solo rehearsal: Solo rehearsal only. Reply to the server: “Two coffees without sugar and one fruit bowl. Is that right?” Correct the drink and confirm the number and sugar preference.

A solo attempt prepares you; it does not show two-way interaction.

• I compared the server’s spoken order with the order on my card.

• I corrected it to tea politely.

• I kept two drinks and one fruit bowl.

• I confirmed that the teas have no sugar.

Listener: facts understood, help used and one next step

P06-W1 · Send a lunch request

Write about 25-40 words to a colleague buying lunch. Ask for one bowl of tomato soup with bread and a bottle of water. Say you do not want tea. The menu prices are soup with bread £4 and water £1. Include the total. The length is a guide.

• Write without the model.

• Check the items and quantities.

• Calculate the total and add a polite request.

First draft

• I asked for one tomato soup with bread.

• I asked for one bottle of water.

• I said I do not want tea.

• I gave the correct total, £5.

Review: Check that each requested item has a quantity and the total includes both items.

Revised message or checked information

What I changed, or why no change was needed

P06-W2 · Complete a takeaway order

Complete a takeaway form for the invented customer Nell Sage. The order is two fruit bowls and one coffee without sugar. Collection time is 1:15 p.m. Use nell.sage@example.com as the contact.

• Write without the model.

• Check that food and drink quantities are separate.

• Read the collection time and email one final time.

Field	Your information
Customer name	
Food and quantity	
Drink and quantity	
Sugar preference	
Collection time	
Email	

• I entered Nell Sage and the correct example.com address.

• I ordered two fruit bowls and one coffee.

• I made the no-sugar preference clear.

• I recorded collection at 1:15 p.m.

Review: Add the plural s to bowls and keep the number one with coffee.

Revised message or checked information

What I changed, or why no change was needed

Return after 1, 3 and 7 days

Day 1: Close the pack. Complete the polite order: I would ___ two bowls ___ soup, please.

Day 3: A soup is £4 and water is £1. Write a full sentence with the total for two soups and one water.

Day 7: A server says “Three coffees”. Your order is two teas. Write a polite correction.

What can you do now?

- I can choose a meal and drink from a short menu.
- I can give a preference, order politely and check a simple total.
- I can correct an order and write the final items clearly.

Need more practice? List each item and price in P06-R1. Retry P06-L2-Q01 to Q04, then practise correcting the drink in P06-S2.

Ready to continue? Keep P06-W1. Use a new invented menu with a partner, change the prices and check two new orders. Continue to week 9 and P07.

Unit 07 · Clothes and weather

Quần áo và thời tiết

- Find a size, colour and price on a clothing list.
- Ask for clothes and check the price with a shop assistant.
- Send a short weather message with useful clothing information.

Before: recall five useful words and make one first sentence. Keep this first attempt for comparison.

Core language and words

English	Vietnamese help	Example
shirt	áo sơ mi	This shirt is blue.
shoes	giày	These shoes are black.
size	kích cỡ	What size do you need?
small	nhỏ	The small shirt is here.
medium	cỡ vừa	I need a medium shirt.
large	lớn	The large bag is green.
price	giá	The price is twenty pounds.
try on	thử mặc	Can I try on this shirt?
cash	tiền mặt	I can pay in cash.
card	thẻ thanh toán	Can I pay by card?

This, that, these, those and How much

Use this for one thing near you and that for one thing farther away. Use these for more than one thing near you and those for more than one farther away. Ask How much is this shirt? for one item. Ask How much are these shoes? for shoes. Shoes is plural even for one pair; a pair of shoes means two shoes worn together. Ask What size do you need? Answer I need a medium shirt. For one item, learn Can I try it on? as a useful whole phrase.

This shirt is blue.

That bag is large.

These shoes are black.

How much is this shirt?

How much are those shoes?

Use This shirt is blue. instead of These shirt is blue.. Shirt is singular, so use this. These goes with plural shirts.

Use How much are these shoes? instead of How much is these shoes?. Shoes is plural, so use are.

The /ʃ/ sound in shirt and shoes

Round your lips a little and let air flow for /ʃ/. Keep the final /t/ in shirt and /z/ in shoes. Listen to the different vowel and final sound in this /ðɪs/ and these /ðiːz/.

• shirt

• shoes

• this shirt

• these shoes

Audio w09-drills: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

Item	Colour/size	Price
shirt	blue, medium	£20
shirt	white, large	£22
shoes	black, size 40	£35
bag	green, small	£15

Core reading · A shirt for work

Leo needs a shirt for work. He visits a small shop on Saturday. There is a blue shirt in medium and a white shirt in large. The blue shirt is twenty pounds. The white shirt is twenty-two pounds. Leo usually wears medium, so he asks to try on the blue shirt. It is a good size. He also looks at the black shoes. They are thirty-five pounds, but he does not buy them. He buys only the blue shirt. He pays by card. The shop assistant puts the shirt in a paper bag and gives him the receipt.

Đọc để phân biệt món được xem với món được mua; receipt là biên nhận.

Core listening · Choosing the right size

Audio w09-listen: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

Listen twice. Keep the transcript in the answer book closed.

Session 1 · Read and use the information

Find and retell at least three correct facts from the reading.

Study plan: Recall 5 min; words and reading 25; questions and evidence 20; spoken description 15; writing and review 25.

W09D1Q01. Reading: Why does Leo need a shirt?

A. for a wedding

B. for sport

C. for work

W09D1Q02. Reading: What size is the blue shirt?

A. large

B. medium

C. small

W09D1Q03. Reading: How much is the white shirt?

A. twenty-two pounds

B. twenty pounds

C. thirty-five pounds

W09D1Q04. Reading: Does Leo buy the shoes?

A. Yes

B. Not stated

C. No

W09D1Q05. Reading: Which item does Leo buy?

A. black shoes

B. blue shirt

C. white shirt

W09D1Q06. Reading: How does Leo pay?

A. card

B. cash

C. bank transfer

Speak

Retell three or four main facts from the reading. Then change one detail to talk about another person.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Write four to six sentences about the reading. Use only information supported by the text.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

Session 2 · Listen and respond

Find the main listening details and use them in a short reply.

Study plan: Recall 10 min; predict and listen 20; questions and check 20; replay and pronunciation 15; speaking/writing 25.

W09D2Q01. Listening: What colour shirt does the customer need?

A. green

B. white

C. blue

W09D2Q02. Listening: What size does the customer need?

A. medium

B. small

C. large

W09D2Q03. Listening: What size is the first shirt the customer points to?

A. medium

B. large

C. small

W09D2Q04. Listening: Does the customer ask to try the shirt on?

A. Not stated

B. Yes

C. No

W09D2Q05. Listening: What is the confirmed price of the shirt?

A. twenty pounds

B. twenty-two pounds

C. thirty-five pounds

W09D2Q06. Listening: How does the customer want to pay?

A. cash

B. coins only

C. card

Speak

Retell three details from the conversation. Then practise both roles asking and answering about those details.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Write four to six sentences of notes after listening. Check them against the script after you finish.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

Session 3 · Use the sentence patterns

Make four correct sentences using this week's language.

Study plan: Recall 10 min; examples and contrasts 20; controlled practice 20; change the facts 15; speaking/writing 25.

W09D3Q01. Complete with this or these: ___ shirt is blue. There is one shirt near the speaker.

W09D3Q02. Complete with this or these: ___ shoes are black. The shoes are near the speaker.

W09D3Q03. Complete with is or are: How much ___ those shoes?

W09D3Q04. Complete with is or are: How much ___ that bag?

W09D3Q05. Ask about size. Write the missing word: What ___ do you need?

W09D3Q06. Write the missing preposition: Can I pay ___ card?

Speak

Say four sentences with the week's patterns. Change the person or time and keep the sentence pattern correct.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Write four new sentences using the week's language. Underline the verbs and explain one choice.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

Session 4 · Use English for a practical task

Make a spoken or written response with all the information the task needs.

Study plan: Recall 10 min; plan the message 15; sentence practice 20; roleplay 20; writing and repair 25.

W09D4Q01. Use this week's word for a top with buttons: This ____ is blue.

W09D4Q02. Use this week's word for things worn on your feet: These ____ are black.

W09D4Q03. Use this week's word for how small or large clothes are: What ____ do you need?

W09D4Q04. Put all the words in order: shirt / blue / This / is.

W09D4Q05. Put all the words in order: bag / large / That / is.

W09D4Q06. Put all the words in order: shoes / black / These / are.

Speak

Make a six-to-eight-turn conversation to buy a shirt. Give the colour and size, ask to try it on, ask the price and discuss payment.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Make a six-to-eight-turn conversation to buy a shirt. Give the colour and size, ask to try it on, ask the price and discuss payment. Write a first draft, check it and revise.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

Session 5 · Review and use new facts

Complete a new task before opening the model.

Study plan: Try questions 20 min; check and correct 20; speaking 20; writing 20; record next steps 10. Familiar material: this is review.

W09D5Q01. Price list: What colour is the bag?

A. black

B. green

C. blue

W09D5Q02. Reading: Why does Leo choose the blue shirt?

A. He usually wears medium

B. It is white

C. It costs thirty-five pounds

W09D5Q03. Compare the listening and reading: Is the shirt price in the listening the same as the white shirt price in the reading?

A. Yes, both are £22.

B. No price is given.

C. No, the listening price is £20.

W09D5Q04. Listening: Which detail does the assistant correct near the start?

A. The price: £20 or £22.

B. The size: small or medium.

C. The colour: white or blue.

W09D5Q05. Which sentence correctly describes two blue shirts near the speaker?

A. These shirts are blue.

B. This shirts is blue.

C. These shirts is blue.

W09D5Q06. Vocabulary review: Use this week’s word meaning not big.

W09D5Q07. Vocabulary review: Use this week’s size word between small and large.

W09D5Q08. Vocabulary review: Use this week’s word meaning big.

W09D5Q09. Rewrite the whole sentence correctly: These shirt is blue.

W09D5Q10. Rewrite the whole question correctly: How much is these shoes?

Speak

Keep the model closed. Use the price list to choose the bag and shoes. Give each colour and price, and the total of fifty pounds.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Keep the model closed. Use the price list to choose the bag and shoes. Give each colour and price, and the total of fifty pounds. Write a clear response. Then check and revise it.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

New situations · Sessions 6 and 7

Use R1, L1, S1 and W1 in Session 6. Use R2, L2, S2, W2 and the language questions in Session 7. These tasks use new contexts.

Useful phrase	Vietnamese help	Example
a coat	một chiếc áo khoác	I need a warm coat.
a jacket	một chiếc áo khoác ngắn	This jacket is green.
a pair of boots	một đôi ủng	These boots are for rainy days.
in my size	đúng cỡ của tôi	Do you have this in my size?
try it on	thử mặc món đó	Can I try it on?
too small	quá nhỏ	This coat is too small.
warm	ấm	It is warm today.
cold	lạnh	It is cold this morning.
rainy	có mưa	It is a rainy day.
sunny	có nắng	It is sunny in the park.

One item, two items and the weather

Use this or that for one item: This coat is blue. Use these or those for more than one: These boots are black. Ask How much is it? for one coat. Ask How much are they? for the boots. Say It is cold or It is raining to talk about the weather.

• That jacket is small.

• How much are these boots?

• It is sunny, but it is cold.

This/that dùng với một vật; these/those dùng với nhiều vật. Boots thường ở dạng số nhiều. Nói thời tiết bằng It is + tính từ hoặc It is raining.

Use This coat is warm. instead of These coat is warm.. Coat is one item. Use this and is.

Use How much are those boots? instead of How much is those boots?. Boots is plural. Use are.

P07-R1 · Hill Street Clothes

Find the words for sizes.

Hill Street Clothes - Saturday list
Coat: red, small - £24
Coat: red, medium - £29
Jacket: grey, medium - £19
Boots: black, size 38 - £32 a pair
We are open from 10:00 to 18:00. You can try clothes on in room 2. Pay by cash or card. Please ask us for a different size. All prices are for this practice shop.

P07-R1-Q01. Which red coat costs £29?

A. The small coat costs £29.

B. The medium coat costs £29.

C. The large coat costs £29.

P07-R1-Q02. How much is the grey jacket? Write the price.

P07-R1-Q03. Where can a customer try clothes on?

A. In room 2.

B. At the main door.

C. Outside the shop.

P07-R1-Q04. What time does the shop close? Write the time.

P07-R2 · A message from the coast

Who needs information about the weather?

Hi Bo,
I am at the coast with my sister. It is sunny this morning, but it is cold. We are wearing coats. There is no rain now. Our walk starts at eleven, outside the beach café. Please bring your blue hat and a warm jacket. We have water for three people. See you soon!
Kim

P07-R2-Q01. What is the weather like this morning?

A. It is warm and rainy.

B. It is cold and rainy.

C. It is sunny and cold.

P07-R2-Q02. What colour hat should Bo bring? Write one colour.

P07-R2-Q03. Where does the walk start?

A. Inside the library.

B. Outside the beach café.

C. At the station.

P07-R2-Q04. What time does the walk start? Write the time.

P07-L1 · A jacket for a rainy day

Listen for the item the customer chooses.

Audio p07-l1: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

Listen twice before looking at the transcript. Note extra plays or help.

P07-L1-Q01. Why does the customer need a jacket?

A. It is raining, and the jacket is at home.

B. The customer needs a school uniform.

C. The customer wants a gift.

P07-L1-Q02. What size does the customer need? Write one size.

P07-L1-Q03. Which jacket does the customer choose?

A. A small yellow jacket.

B. A medium blue jacket.

C. A large green jacket.

P07-L1-Q04. What is the confirmed price? Write the price.

P07-L2 · At the sports centre

Listen for the final meeting place.

Audio p07-l2: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

Listen twice before looking at the transcript. Note extra plays or help.

P07-L2-Q01. Where is Tom now?

A. At the park.

B. At the sports centre.

C. At the library.

P07-L2-Q02. What colour is Tom’s jacket? Write one colour.

P07-L2-Q03. Where should Nia meet Tom?

A. At the main door.

B. At the bus stop.

C. At the café table.

P07-L2-Q04. What is the confirmed meeting time? Write the time.

Language in new situations

P07-U-Q01. Complete with this or these: ___ boots are black. Write one word.

P07-U-Q02. You want to wear a coat in the shop to check the size. What can you ask?

A. Where is the rain?

B. Can I try it on, please?

C. Can I close at six?

P07-U-Q03. Complete with is or are: How much ___ that jacket?

P07-U-Q04. The assistant says £16, but you are not sure. What can you say?

A. I am sunny.

B. It is size red.

C. Please say the price again.

P07-U-Q05. Use all the words to make one sentence: is / cold / It / today.

P07-U-Q06. Your friend says it is rainy. Which reply gives useful clothing information?

A. I have a coat and boots.

B. My name is on Tuesday.

C. The window is £20.

P07-U-Q07. Complete with small or large: This coat does not fit. It is too ___. I need a bigger coat.

P07-U-Q08. Two hats are £7 each. Which sentence gives the total?

A. The two hats are £7.

B. The two hats are £14.

C. The two hats are £17.

Say it clearly · Make colours, sizes and prices clear.

Pause between the item, size and price. Say the final sound in coats and boots. Ask for the price again if you are not sure.

• a blue coat

• size medium

• thirty pounds

• these black boots

Audio p07-pronunciation: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

P07-S1 · Choose a coat

You need a medium coat. Ask the shop assistant about colours and prices. Choose a coat you can pay for.

Your card: You are the customer. You need medium. You can pay up to £30. You can pay only in cash. You do not know the colours or prices. Ask the assistant.

• Read only your own card. Ask about the size, colours and prices.

• Choose a coat and say how you want to pay. Ask for a repeat if needed.

• Ask the assistant to say your final order. Check it before you finish.

Give your partner the separate card with this task ID at the back of the workbook. Keep the partner facts private until you finish.

Solo rehearsal: Solo rehearsal, not an interaction check. Pause and answer: What size do you need? We have blue in medium for £28 and black in medium for £36. Which coat would you like? Cash or card? Please tell me your order again.

A solo attempt prepares you; it does not show two-way interaction.

• I asked for medium.

• I obtained the colours and prices from my partner.

• I chose a coat costing no more than £30.

• My partner understood my item, size and payment method.

Listener: facts understood, help used and one next step

P07-S2 · Help a friend find you

Send a short spoken message to a friend. Say where you are, the weather, your clothes and where to meet.

Your card: You are at the north door of the museum. It is cold and windy. You are wearing a red coat and black boots. Your friend can meet you at the north door. You have an umbrella in your bag.

• Choose four key words from your card. Keep the model closed.

• Speak for about 20-30 seconds. Your partner notes the four facts.

• Answer the partner's question, then repeat the message with a different colour.

Give your partner the separate card with this task ID at the back of the workbook. Keep the partner facts private until you finish.

Solo rehearsal: Solo rehearsal. Record your message after: Where are you? What is the weather like? What are you wearing? Where can I meet you? Do you have an umbrella?

A solo attempt prepares you; it does not show two-way interaction.

• The listener identified the north door of the museum.

• I gave the weather and two clothing details.

• I answered the umbrella question.

• The listener understood my words; a different accent is fine.

Listener: facts understood, help used and one next step

P07-W1 · Ask a shop about boots

Write to Lake Shoes. You need brown boots in size 39. Ask if they have them and ask the price. Say you can visit on Friday. About 20-40 words is a guide.

• Write without the model.

• Ask a reader to find the colour, size, price question and visit day.

• Rewrite any unclear part. Keep both versions.

First draft

• I named brown boots.

• I gave size 39.

• I asked about stock and price.

• I said I can visit on Friday.

Review: Check that the reader can tell size 39 from the price. Use are with boots.

Revised message or checked information

What I changed, or why no change was needed

P07-W2 · A weather message for a visitor

Write to Uma. It is warm and sunny in your town. Meet at the bus station at 3:30. You are wearing a green shirt. Ask Uma to bring a hat. Include these four facts in about 25-45 words.

• Write without the model.

• Cover the task and ask a reader to tell you the weather, time/place, your clothing and what to bring.

• Check any missing fact and save a revised message.

First draft

• The weather is warm and sunny.

• The meeting is at the bus station at 3:30.

• I identified my green shirt.

• I asked Uma to bring a hat.

Review: Make the meeting time and place easy to find. Keep the clothing fact separate from the request.

Revised message or checked information

What I changed, or why no change was needed

Return after 1, 3 and 7 days

Day 1: Close the pack. A blue coat is £26. Two black hats are £8 each. Ask one price question for the coat and one for the hats.

Day 3: New message: It is rainy and cold. Meet outside the library at 4:20. Write a reply. Say the time and one useful item to bring.

Day 7: Use new shop facts: blue jacket, small, £18; black jacket, large, £27. You need large. Ask a partner for the size and price, then choose. Keep the cards separate.

What can you do now?

- I can find the correct size and price without copying another item.
- My partner can name the item I want and its confirmed price.
- A reader can find the weather, meeting details and clothing advice in my message.

Need more practice? Read P07-R1 again. Mark each item, size and price in a different way. Retry P07-R1-Q02 and P07-U-Q03. Then repeat P07-S1 with one new price.

Ready to continue? Use P08 to choose an activity. Include the weather and useful clothes in your invitation.

Unit 08 · Free time

Thời gian rảnh

• Find the time, cost and activity in a club notice.

• Say what I like and can do, and ask about a club.

• Invite a friend and agree a simple plan.

Before: recall five useful words and make one first sentence. Keep this first attempt for comparison.

Core language and words

English	Vietnamese help	Example
cook	nấu ăn	I can cook rice.
swim	bơi	She can swim.
drive	lái xe	He can drive.
use	sử dụng	I can use this phone.
help	giúp	Can you help me?
carry	mang, xách	Can you carry this bag?
open	mở	Please open the door.
close	đóng	Can you close the window?
show	chỉ, cho xem	Can you show me the room?
together	cùng nhau	We can work together.

Can, cannot and polite requests

Put can before a basic verb. It does not change with the person: I can cook; she can cook. Do not say she cans or can cooks. The negative is cannot or can’t. In a question, put can first: Can you help me? Answer Yes, I can or No, I can’t. Can describes ability; Can you…? can also ask someone to do something. Of course or Sorry, I can’t is a natural reply to a request. Please makes the request polite. Do not use do or does with can. Ask what each person can do; do not guess from age or job.

I can cook.

She cannot drive.

Can you help me?

Yes, I can.

Can you open the door, please?

Use She can swim. instead of She cans swim.. Can does not take -s with she.

Use I can cook. instead of I can to cook.. Use a basic verb after can, without to.

Hear can and can’t in the whole sentence

Can is often weak in a statement and stronger in a short answer or contrast. The final /t/ in can’t can be hard to hear. Use the whole message and check if needed. Vowel length alone is not a reliable rule across accents.

• I can cook.

• I can’t drive.

• Can you help?

• Yes, I can.

Audio w10-drills: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

Person	Can do	Cannot do
Linh	cook rice	drive
Ben	drive, carry boxes	cook
Mai	make tea, use a computer	swim

Core reading · A small team

Linh, Ben and Mai help at a community lunch on Sunday. Linh can cook rice, but she cannot drive. Ben can drive and carry the food boxes. He cannot cook, so he helps with transport. Mai can make tea and use a computer. She writes the guest list and prints it. The team meets at nine. There are twenty guests. Linh asks Ben to open the kitchen door because her hands are full. Ben says, “Of course.” They work together, and lunch is ready at twelve. Each person has a useful job in the team.

Xác định khả năng mỗi người và công việc họ thật sự đảm nhận.

Core listening · Help with a computer

Audio w10-listen: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

Listen twice. Keep the transcript in the answer book closed.

Session 1 · Read and use the information

Find and retell at least three correct facts from the reading.

Study plan: Recall 5 min; words and reading 25; questions and evidence 20; spoken description 15; writing and review 25.

W10D1Q01. Reading: Who can cook rice?

A. Mai

B. Linh

C. Ben

W10D1Q02. Reading: What can Linh not do?

A. drive

B. cook rice

C. open a book

W10D1Q03. Reading: What part of the work does Ben help with?

A. cooking

B. writing the list

C. transport

W10D1Q04. Reading: What does Mai write on the computer?

A. a map

B. guest list

C. a menu

W10D1Q05. Reading: How many guests are there?

A. twenty

B. twelve

C. nine

W10D1Q06. Reading: What time is lunch ready?

A. nine

B. one

C. twelve

Speak

Retell three or four main facts from the reading. Then change one detail to talk about another person.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Write four to six sentences about the reading. Use only information supported by the text.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

Session 2 · Listen and respond

Find the main listening details and use them in a short reply.

Study plan: Recall 10 min; predict and listen 20; questions and check 20; replay and pronunciation 15; speaking/writing 25.

W10D2Q01. Listening: What equipment does Mai ask for help with?

A. computer

B. phone

C. car

W10D2Q02. Listening: What can Mai do by herself?

A. print the list

B. repair the printer

C. write the list

W10D2Q03. Listening: What problem is found when Mai cannot print?

A. The list is empty

B. The printer is off

C. There is no paper

W10D2Q04. Listening: What does Mai ask Ben to show her?

A. the button

B. the kitchen

C. a name

W10D2Q05. Listening: How many names are on the list?

A. twelve

B. ten

C. twenty

W10D2Q06. Listening: What does Mai do near the end?

A. Leaves the room

B. Thanks Ben

C. Cancels lunch

Speak

Retell three details from the conversation. Then practise both roles asking and answering about those details.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Write four to six sentences of notes after listening. Check them against the script after you finish.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

Session 3 · Use the sentence patterns

Make four correct sentences using this week's language.

Study plan: Recall 10 min; examples and contrasts 20; controlled practice 20; change the facts 15; speaking/writing 25.

W10D3Q01. Complete with can or cans: She ___ swim.

W10D3Q02. Complete with cook or to cook: I can ___.

W10D3Q03. You need help now. Make a polite request. Choose Can or Do: ___ you help me, please?

W10D3Q04. Write the negative of can: I ___ drive.

W10D3Q05. Complete the short answer with can: Yes, I ___.

W10D3Q06. Complete the polite request with please: Can you open the door, ___?

Speak

Say four sentences with the week's patterns. Change the person or time and keep the sentence pattern correct.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Write four new sentences using the week's language. Underline the verbs and explain one choice.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

Session 4 · Use English for a practical task

Make a spoken or written response with all the information the task needs.

Study plan: Recall 10 min; plan the message 15; sentence practice 20; roleplay 20; writing and repair 25.

W10D4Q01. Use this week's verb for making food with heat: I can ____ rice.

W10D4Q02. Use this week's verb for moving through water: She can ____.

W10D4Q03. Use this week's verb for controlling a car: He can ____.

W10D4Q04. Put all the words in order: can / I / cook.

W10D4Q05. Put all the words in order: cannot / She / drive.

W10D4Q06. Put all the words in order: you / me / Can / help.

Speak

Plan jobs for three people at a meal. Say one thing each person can do and make one polite request.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Plan jobs for three people at a meal. Say one thing each person can do and make one polite request. Write a first draft, check it and revise.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

Session 5 · Review and use new facts

Complete a new task before opening the model.

Study plan: Try questions 20 min; check and correct 20; speaking 20; writing 20; record next steps 10. Familiar material: this is review.

W10D5Q01. Reading: Why does Linh ask Ben to open the door?

A. Her hands are full

B. She cannot see

C. The door is broken

W10D5Q02. Reading: What time does the team meet?

A. twelve

B. twenty

C. nine

W10D5Q03. Listening: What does Mai need to print?

A. a receipt

B. guest list

C. a map

W10D5Q04. Listening: What does Ben tell Mai to do after pressing the button?

A. wait

B. leave

C. write again

W10D5Q05. Which question is correct?

A. Does she can drive?

B. Can she drives?

C. Can she drive?

W10D5Q06. Vocabulary review: Use this week’s verb meaning to do something with a tool or device.

W10D5Q07. Vocabulary review: Use this week’s verb meaning to do something for a person who needs it.

W10D5Q08. Vocabulary review: Use this week’s verb meaning to hold something and take it to another place.

W10D5Q09. Rewrite the whole sentence correctly: She cans swim.

W10D5Q10. Rewrite the whole sentence correctly: I can to cook.

Speak

Keep the model closed. You are new at a club. Introduce two things you can do, one thing you cannot do, and ask someone to show you how to do it.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Keep the model closed. You are new at a club. Introduce two things you can do, one thing you cannot do, and ask someone to show you how to do it. Write a clear response. Then check and revise it.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

New situations · Sessions 6 and 7

Use R1, L1, S1 and W1 in Session 6. Use R2, L2, S2, W2 and the language questions in Session 7. These tasks use new contexts.

Useful phrase	Vietnamese help	Example
free time	thời gian rảnh	I read in my free time.
join a club	tham gia câu lạc bộ	Can I join the art club?
play chess	chơi cờ vua	I can play chess.
draw pictures	vẽ tranh	I like to draw pictures.
go for a walk	đi dạo	Let's go for a walk.
play the guitar	chơi đàn ghi-ta	She can play the guitar.
free	miễn phí	The walk is free.
after work	sau giờ làm	I play tennis after work.
Would you like to...?	Bạn có muốn...?	Would you like to come?
Sorry, I can't.	Xin lỗi, tôi không thể.	Sorry, I can't. I work on Sunday.

Likes, abilities and invitations

Use can + a verb for an ability: I can draw. Use cannot or can't when you cannot do it. Say I like drawing or I like to draw for an activity you enjoy. Invite a friend with Would you like to come? Say Yes, please or Sorry, I can't, then give a simple reason.

• I can swim, but I cannot play chess.

• I like reading in my free time.

• Would you like to join us on Saturday?

Can nói khả năng, like nói sở thích. Sau can dùng động từ cơ bản. I like drawing và I like to draw đều dùng được. Lời mời cần câu trả lời và thông tin ngày, giờ.

Use She can draw. instead of She can draws.. Use the basic verb after can, even with she.

Use I like playing chess. instead of I like play chess.. Use like + playing, or say I like to play chess.

P08-R1 · Try something new

Look for the activity names.

Maple Club - new people welcome
Chess: Friday, 18:00-19:00, room 1. Free.
Painting: Saturday, 9:30-11:00, room 3. £4.

Walk: Sunday, 10:00-11:00. Meet at the main door. Free.
You do not need to be good at the activity. We can help you. Bring water for the walk. For painting, we have paper and colours. Ask Rosa at the desk to join.

P08-R1-Q01. Which activity is on Friday?

A. Painting is on Friday.

B. The walk is on Friday.

C. Chess is on Friday.

P08-R1-Q02. How much is painting? Write the price.

P08-R1-Q03. What should a person bring for the walk?

A. Water.

B. Paper and colours.

C. A guitar.

P08-R1-Q04. Who can help a person join? Write the name.

P08-R2 · Dara and the music group

Find one thing Dara can do.

I’m Dara. I like music and I can play the guitar. I cannot read music, but I can learn by listening. I work on Tuesday evenings, so I cannot go to the Tuesday music group. I am free on Thursday. Message to Pat: Would you like to play music at my flat on Thursday at seven in the evening? You can sing, and I can play. My flat is next to the bakery.

P08-R2-Q01. What can Dara do?

A. Read music.

B. Play the guitar.

C. Teach swimming.

P08-R2-Q02. On which evening does Dara work? Write the day.

P08-R2-Q03. Where does Dara invite Pat to play music?

A. At the bakery.

B. At the club desk.

C. At Dara’s flat.

P08-R2-Q04. What time does Dara suggest on Thursday? Write the time.

P08-L1 · A first art class

Listen for what a new member needs to bring.

Audio p08-l1: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

Listen twice before looking at the transcript. Note extra plays or help.

P08-L1-Q01. Why does Ali call the centre?

A. To ask about an art class.

B. To order a shirt.

C. To book a music room.

P08-L1-Q02. What room is the class in? Write the room number.

P08-L1-Q03. What can Ali do now?

A. Ali can paint well.

B. Ali can draw animals.

C. Ali can read music.

P08-L1-Q04. What should Ali bring? Write the item.

P08-L2 · A walk after work

Listen for the plan both friends accept.

Audio p08-l2: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

Listen twice before looking at the transcript. Note extra plays or help.

P08-L2-Q01. Why can Sol not walk after work on Friday?

A. Sol is at a class until six.

B. Sol cannot walk.

C. Sol works until eight.

P08-L2-Q02. What time do they finally agree? Write the time.

P08-L2-Q03. Where do they agree to meet?

A. At the park’s east gate.

B. At the closed café.

C. At Sol’s office.

P08-L2-Q04. Who does Sol ask to bring? Write the family relationship.

Language in new situations

P08-U-Q01. Complete with can or cans: My brother ___ play chess.

P08-U-Q02. Which sentence tells someone about an ability?

A. I am free on Sunday.

B. I can swim.

C. I like the park.

P08-U-Q03. Complete with play or plays: She can ___ the guitar.

P08-U-Q04. A friend invites you on Sunday, but you work that day. Which reply is clear and polite?

A. Sorry, I can’t. I work on Sunday.

B. Sunday can a book.

C. Yes. No time or place.

P08-U-Q05. Complete with playing or plays: I like ___ chess.

P08-U-Q06. The plan is not clear. Which question asks for a meeting time?

A. What colour is the room?

B. How much can you sing?

C. What time can we meet?

P08-U-Q07. Use all the words to make one question: you / sing / Can.

P08-U-Q08. Which sentence is an invitation?

A. I cannot drive.

B. Would you like to come to the club?

C. The club has three rooms.

Say it clearly · Make can and cannot clear in the whole message.

Say the activity clearly. If a listener is not sure, repeat with I can or I cannot. Do not depend only on the final sound of can’t.

• I can draw.

• I cannot swim.

• Can you play chess?

• Yes, I can.

Audio p08-pronunciation: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

P08-S1 · Find a club for me

Ask a club worker about activities. Find an activity that fits your interests, free time and money.

Your card: You are a visitor. You like drawing. You are free on Saturday from 8:00 to 10:30. You have £5. Ask about the clubs and the room. You do not know the club timetable.

• Keep the role cards separate. Tell the worker what you like and when you are free.

• Ask about an activity, its time and cost.

• Choose an activity or explain why none fits. Confirm the place.

Give your partner the separate card with this task ID at the back of the workbook. Keep the partner facts private until you finish.

Solo rehearsal: Solo rehearsal. Pause and reply: What do you like doing? When are you free? Art is on Saturday from nine to ten, in room two. It costs three pounds. Football is at eleven. Which activity would you like? What day and room is it?

A solo attempt prepares you; it does not show two-way interaction.

• I gave my interest and free time.

• I asked my partner for the timetable and cost.

• My chosen activity fits my time and £5 budget.

• I confirmed the day and room.

Listener: facts understood, help used and one next step

P08-S2 · Introduce a new group member

Tell your partner about an invented new member. Give a favourite activity, an ability, a difficulty and one free time.

Your card: You are introducing Eli. Eli likes taking photos, can use a camera and cannot swim. Eli is free on Sunday afternoons. Eli has a small camera. Use Eli's name or they.

• Read your card and choose four short notes.

• Speak without reading a full model. Your partner writes the four facts.

• Answer the partner's new question and check their notes.

Give your partner the separate card with this task ID at the back of the workbook. Keep the partner facts private until you finish.

Solo rehearsal: Solo rehearsal. Tell me about Eli. What does Eli like? What can Eli do? What can Eli not do? When is Eli free? Does Eli have a camera?

A solo attempt prepares you; it does not show two-way interaction.

• I gave an interest and an ability as different facts.

• The listener understood the activity Eli cannot do.

• I gave Sunday afternoons as the free time.

• I answered the camera question.

Listener: facts understood, help used and one next step

P08-W1 · A simple club form

Complete a fictional club form. Use the name Femi Lake. Choose the reading club on Monday. Say one thing Femi can do: read short stories. Write only the requested information.

• Complete the form without the model.

• Check each answer belongs in the right field.

• Correct one unclear or missing field. If all fields are clear, explain that in your review.

Field	Your information
First name	
Family name	
Club	

Field	Your information
Day	
One thing I can do	

• The first and family names are in the right fields.

• The club is reading.

• The day is Monday.

• The ability is reading short stories.

Review: Keep a name in each name field. Use a clear can sentence for the ability.

Revised message or checked information

What I changed, or why no change was needed

P08-W2 · Invite a friend to a game

Write to Kai. Invite Kai to play table tennis on Sunday at 4:00 at Green Hall. It costs £2. Ask if Kai can come. About 25-45 words is a guide.

• Write without the model.

• Ask a reader to find the activity, day/time, place and price.

• Check your invitation ends with a clear question. Rewrite it if needed.

First draft

• I invited Kai to table tennis.

• I gave Sunday at 4:00.

• I gave Green Hall and £2.

• I asked whether Kai can come.

Review: Make it easy for Kai to answer. Check the invitation has a day, time and place, not only an activity.

Revised message or checked information

What I changed, or why no change was needed

Return after 1, 3 and 7 days

Day 1: Close the examples. Say two things you can do and one thing you cannot do. Use real or invented facts. Ask a listener to repeat the three activities.

Day 3: New club card: Board games, Tuesday 17:00, room 6, free. You are free then. Write a two-sentence invitation to Jo with the day, time, room and activity.

Day 7: Plan with a partner. You are free Friday after 18:00 and Sunday at 9:00. Ask the partner to choose different free times privately. Find one shared time, or say there is no shared time and ask about another day.

What can you do now?

- I can choose an activity using its time and cost.
- My partner can identify something I can do and something I like.
- My invitation and reply lead to a clear agreed day, time and place.

Need more practice? Match each activity to its day and cost in P08-R1. Listen to P08-L2 again and write only the final plan. Retry P08-L2-Q02 and P08-U-Q04.

Ready to continue? In P09, use a short message to explain what is happening now when a plan needs to change.

Unit 09 · Right now

Ngay lúc này

- Find who is doing what in a short message.
- Say where I am and ask for simple help.
- Write an update that helps another person act.

Before: recall five useful words and make one first sentence. Keep this first attempt for comparison.

Core language and words

English	Vietnamese help	Example
now	bây giờ	I am studying now.
today	hôm nay	She is working at home today.
wait	chờ	We are waiting for the bus.
read	đọc	He is reading a book.
write	viết	I am writing a message.
talk	nói chuyện	They are talking quietly.
rain	mưa	It is raining now.
wear	mặc	She is wearing a blue coat.
listen	nghe	I am listening to a lesson.
take a photo	chụp ảnh	I want to take a photo.

Actions happening now

Use am, is or are + an -ing verb for an action happening now: I am waiting; she is reading; they are talking. Put not after be for a negative. Put be first for a question: Are you waiting? Do not omit am/is/are or add do. Write becomes writing; take becomes taking; sit becomes sitting. Use the present simple for a habit: I walk to work every day. Use the -ing form with be for now: I am taking the bus now. These facts can both be true. Say listen to music, with to.

I am waiting for a bus.

She is reading a book.

They are not talking.

Are you writing a message?

I walk every day, but I am taking a bus now.

Use She is reading a book. instead of She reading a book.. An action now needs be + an -ing verb.

Use They are waiting. instead of They is waiting.. Use are with they.

The final sound in -ing

The usual final sound of -ing is /ŋ/. The back of the tongue touches the soft part at the back of the mouth and air passes through the nose. Do not add a separate clear /g/ after waiting or reading. Practise whole phrases such as is reading and are waiting.

• is reading

• are waiting

• am writing

• is raining

Audio w11-drills: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

Person	Usually	Now
Nora	walks to work	is waiting for a bus
Paul	reads at home	is reading at the stop
two students	study at school	are talking at the stop

Core reading · At the bus stop

Nora usually walks to work, but it is raining today. She is waiting for a bus near her home. She is wearing a blue coat and holding a small bag. Paul is at the bus stop too. He is reading a book. Two students are talking about their class. They are not looking at their phones. Nora is writing a message to her colleague. The message says, “I am waiting for the bus. I may be a little late.” A bus is coming, but it is number eight. Nora needs number six, so she stays at the stop.

Tìm điều mỗi người đang làm và lý do Nora chưa lên xe.

Core listening · A quick phone call

Audio w11-listen: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

Listen twice. Keep the transcript in the answer book closed.

Session 1 · Read and use the information

Find and retell at least three correct facts from the reading.

Study plan: Recall 5 min; words and reading 25; questions and evidence 20; spoken description 15; writing and review 25.

W11D1Q01. Reading: Why is Nora taking the bus today?

A. It is raining

B. She cannot walk

C. Her office is closed

W11D1Q02. Reading: What is Nora wearing?

A. a red shirt

B. a green dress

C. a blue coat

W11D1Q03. Reading: What is Paul doing?

A. cooking

B. reading

C. writing

W11D1Q04. Reading: What are the two students doing?

A. talking about class

B. looking at phones

C. reading books

W11D1Q05. Reading: Who is Nora writing to?

A. her father

B. a shop assistant

C. a colleague

W11D1Q06. Reading: What bus number does Nora need?

A. two

B. six

C. eight

Speak

Retell three or four main facts from the reading. Then change one detail to talk about another person.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Write four to six sentences about the reading. Use only information supported by the text.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

Session 2 · Listen and respond

Find the main listening details and use them in a short reply.

Study plan: Recall 10 min; predict and listen 20; questions and check 20; replay and pronunciation 15; speaking/writing 25.

W11D2Q01. Listening: Is Nora at work yet?

A. Yes

B. Not stated

C. No

W11D2Q02. Listening: What place is Nora waiting outside?

A. school

B. library

C. park

W11D2Q03. Listening: Which bus arrives first?

A. eight

B. six

C. nine

W11D2Q04. Listening: Does Nora get on number eight?

A. Yes

B. Not stated

C. No

W11D2Q05. Listening: What is Ali doing?

A. reading

B. making tea

C. waiting for a bus

W11D2Q06. Listening: Which bus is coming at the end?

A. six

B. eight

C. two

Speak

Retell three details from the conversation. Then practise both roles asking and answering about those details.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Write four to six sentences of notes after listening. Check them against the script after you finish.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

Session 3 · Use the sentence patterns

Make four correct sentences using this week's language.

Study plan: Recall 10 min; examples and contrasts 20; controlled practice 20; change the facts 15; speaking/writing 25.

W11D3Q01. Complete with am, is or are: I ___ waiting.

W11D3Q02. Complete with am, is or are: They ___ talking.

W11D3Q03. Write the -ing form of write: She is ___ a message.

W11D3Q04. Write the -ing form of sit: He is ___ here.

W11D3Q05. Complete with to or at: I am listening ___ music.

W11D3Q06. Complete with walks or walking: She ___ to work every day.

Speak

Say four sentences with the week's patterns. Change the person or time and keep the sentence pattern correct.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Write four new sentences using the week's language. Underline the verbs and explain one choice.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

Session 4 · Use English for a practical task

Make a spoken or written response with all the information the task needs.

Study plan: Recall 10 min; plan the message 15; sentence practice 20; roleplay 20; writing and repair 25.

W11D4Q01. Use this week's word meaning at this moment: I am studying ____.

W11D4Q02. Use this week's word meaning this day: She is working at home ____.

W11D4Q03. Use this week's verb meaning stay until something comes: We are ____ing for the bus. Write only the basic verb; ing is already shown.

W11D4Q04. Put all the words in order: am / for / bus / I / waiting / a.

W11D4Q05. Put all the words in order: is / a / She / reading / book.

W11D4Q06. Put all the words in order: are / talking / They / not.

Speak

Give a spoken or written message of about 35-50 words. Say your location, what you are doing, why you are late and what the listener or reader can do.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Give a spoken or written message of about 35-50 words. Say your location, what you are doing, why you are late and what the listener or reader can do. Write a first draft, check it and revise.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

Session 5 · Review and use new facts

Complete a new task before opening the model.

Study plan: Try questions 20 min; check and correct 20; speaking 20; writing 20; record next steps 10. Familiar material: this is review.

W11D5Q01. Reading: How does Nora usually go to work?

A. takes a bus

B. drives

C. walks

W11D5Q02. Reading: Does the text say Paul is looking at a phone?

A. The text does not say what Paul is doing.

B. No. It says he is reading a book.

C. Yes.

W11D5Q03. Listening: Does Nora confirm that she is near the park?

A. No. She is outside the library.

B. Yes.

C. No place is given.

W11D5Q04. Listening: Where is Ali?

A. at the stop

B. in the library

C. in the office

W11D5Q05. Which sentence describes an action happening now?

A. She can read.

B. She is reading now.

C. She reads every day.

W11D5Q06. Vocabulary review: Use this week’s basic verb for looking at and understanding written words.

W11D5Q07. Vocabulary review: Use this week’s basic verb for putting words on paper or a screen.

W11D5Q08. Vocabulary review: Use this week’s basic verb for speaking to someone.

W11D5Q09. Rewrite the whole sentence correctly for an action now: She reading a book.

W11D5Q10. Rewrite the whole sentence correctly: They is waiting.

Speak

Keep the model closed. Describe three people at a café: one is reading, one is writing and you are waiting for a friend. Add one everyday habit.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Keep the model closed. Describe three people at a café: one is reading, one is writing and you are waiting for a friend. Add one everyday habit. Write a clear response. Then check and revise it.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

New situations · Sessions 6 and 7

Use R1, L1, S1 and W1 in Session 6. Use R2, L2, S2, W2 and the language questions in Session 7. These tasks use new contexts.

Useful phrase	Vietnamese help	Example
right now	ngay lúc này	I am busy right now.
look for	tìm kiếm	I am looking for my bag.
carry a box	mang một cái hộp	She is carrying a box.
wait outside	chờ bên ngoài	Please wait outside the hall.
open the door	mở cửa	Can you open the door, please?
leave a message	để lại tin nhắn	Please leave a message.
I need help.	Tôi cần giúp đỡ.	Excuse me. I need help.
It is not working.	Nó không hoạt động.	This phone is not working.
a cup of water	một cốc nước	Can I have a cup of water?
this way	lối này	The desk is this way.

What is happening now?

Use am, is or are + an -ing verb for an action now: I am waiting. She is carrying a box. Ask Are you waiting? or What are you doing? Use not after am, is or are for a negative. Ask for help with Can you help me, please? or Can you open the door?

• We are making name cards now.

• I am not reading. I am looking for my bag.

• Can you carry this small box, please?

Dùng am/is/are + động từ-ing cho việc đang diễn ra. Câu hỏi đưa am/is/are lên trước. Có thể nhờ giúp bằng Can you... please?

Use I am waiting outside. instead of I waiting outside.. Use am before the -ing verb with I.

Use They are carrying chairs. instead of They is carrying chairs.. Use are with they.

P09-R1 · Getting the hall ready

Find the names of the three people.

Rafi, 9:10: I am at the village hall. I am putting chairs near the window. The tables are ready.
Luz, 9:12: I am in the kitchen. I am making tea. We need four cups. Can someone bring them?
Mei, 9:13: I have the cups. I am walking to the hall now. Please open the side door for me. I can

help with the chairs after that.

P09-R1-Q01. Who is making tea?

A. Mei is making tea.

B. Luz is making tea.

C. Rafi is making tea.

P09-R1-Q02. How many cups are needed? Write the number.

P09-R1-Q03. What is Mei doing now?

A. Mei is putting chairs away.

B. Mei is making tea.

C. Mei is walking to the hall.

P09-R1-Q04. Which door does Mei ask someone to open? Write the door.

P09-R2 · Water at the study room

Find the instruction with please.

Drinking water - study room
Please use a clean cup. Cups are on the shelf next to the door. Put your cup under the blue tap.
Press the blue button for cold water. Do not use the red button. It is not working today.
Please leave used cups on the small table. If you need help, ask the person at the front desk.
Water is free.

P09-R2-Q01. Where are the clean cups?

A. On the shelf next to the door.

B. On the floor under the desk.

C. Outside the study room.

P09-R2-Q02. Which colour button gives cold water? Write one colour.

P09-R2-Q03. Why should you not use the red button?

A. The water is too expensive.

B. It is not working today.

C. The cups are all red.

P09-R2-Q04. Where should used cups go? Write the place.

P09-L1 · The side door

Listen for the help requested.

Audio p09-l1: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

Listen twice before looking at the transcript. Note extra plays or help.

P09-L1-Q01. What is Ken doing at first?

A. Carrying books.

B. Making tea.

C. Writing names on cards.

P09-L1-Q02. Where is Pia? Write the place.

P09-L1-Q03. What does Pia ask Ken to do?

A. Open the door.

B. Buy a box.

C. Close the window.

P09-L1-Q04. Which table is for the books: long or short? Write one word.

P09-L2 · Looking for a bag

Listen for facts that identify the bag.

Audio p09-l2: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

Listen twice before looking at the transcript. Note extra plays or help.

P09-L2-Q01. What is on the front of the visitor’s bag?

A. A red circle.

B. A yellow star.

C. A green flower.

P09-L2-Q02. What colour is the pen inside the bag? Write one colour.

P09-L2-Q03. Where is the visitor’s phone?

A. In the found bag.

B. On the staff desk.

C. In the visitor’s pocket.

P09-L2-Q04. After the door, is the reading room on the left or right? Write one word.

Language in new situations

P09-U-Q01. Complete with am, is or are: I ___ looking for my coat.

P09-U-Q02. You are carrying two bags. Which request asks someone to open the door?

A. What colour is the door?

B. The door is on Monday.

C. Can you open the door, please?

P09-U-Q03. Complete with carry or carrying: They are ___ the chairs now.

P09-U-Q04. Which sentence describes an action now?

A. She reads every evening.

B. She is reading now.

C. She can read.

P09-U-Q05. Use all the words to make one question: you / waiting / Are / outside.

P09-U-Q06. A notice says Do not use this door. Which action follows the notice?

A. Use a different door.

B. Go through this door.

C. Carry the door outside.

P09-U-Q07. Complete with is or are: The red button ___ not working.

P09-U-Q08. A friend says: I am outside room 4. Can you bring my book? Which reply shows that you understand?

A. I have four names.

B. My book is a room.

C. Yes. I can bring your book to room 4.

Say it clearly · Keep am, is and are with the action word.

Say the words together: is waiting, are carrying. Make the place or requested action easy to hear. A short pause after each fact helps the listener.

• I am looking.

• She is carrying.

• We are waiting.

• Can you help me?

Audio p09-pronunciation: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

P09-S1 · Ask for help at the hall

You are helping at a hall. Tell the organiser where you are, what you are doing and what help you need. Find out where the cups go.

Your card: You are outside the kitchen door. You are carrying six cups on a tray. You need someone to open the door. You do not know which table is for cups. The cups are empty.

• Read only your own card. Start by saying where you are.

• Make a clear request. Ask where to put the cups.

• Repeat the instruction to check it. Answer one new question.

Give your partner the separate card with this task ID at the back of the workbook. Keep the partner facts private until you finish.

Solo rehearsal: Solo rehearsal. Pause and reply: Where are you? What are you carrying? What help do you need? Cups go on the round table beside the window. Please tell me where they go. Are the cups empty?

A solo attempt prepares you; it does not show two-way interaction.

• I gave my location and the action I am doing.

• I asked for the door to be opened.

• I obtained and repeated the correct table location.

• I answered the question about the cups.

Listener: facts understood, help used and one next step

P09-S2 · A short update from a café

Tell a friend what three people are doing at a café. Then ask the friend for something you need.

Your card: You are at Garden Café. You are waiting for lunch. An is reading a menu. Bea is writing a postcard. You need a pen after Bea finishes. Your lunch is a cheese sandwich.

• Use the card to make short notes, not a full script.

• Give the three updates and one request.

• Your partner checks the facts and asks a follow-up question.

Give your partner the separate card with this task ID at the back of the workbook. Keep the partner facts private until you finish.

Solo rehearsal: Solo rehearsal. Tell me where you are. What are you doing? What are An and Bea doing? What do you need? What is your lunch?

A solo attempt prepares you; it does not show two-way interaction.

• I identified Garden Café.

• The listener matched each person with the right action.

• I made a clear pen request.

• I answered the lunch question.

Listener: facts understood, help used and one next step

P09-W1 · Tell a friend why you are waiting

Write to Ash. You are at the ticket desk. The machine is not working. You are waiting for help. Ask Ash to wait at the south door. Use about 20-40 words.

• Write without the model.

• Ask a reader to find your location, problem, current action and request.

• Revise the message so Ash knows where to wait.

First draft

• I gave the ticket desk as my location.

• I said the machine is not working.

• I said I am waiting for help.

• I asked Ash to wait at the south door.

Review: Use am or is with the -ing action. Check the place Ash must go to is clear.

Revised message or checked information

What I changed, or why no change was needed

P09-W2 · A note for a room helper

Write a note to the room helper. Three people are studying in room 6. They need two more chairs and a cup of water. Ask for both items politely. About 20-40 words is a guide.

• Write without the model.

• Ask a reader to name the room, number of people and two needs.

• Check numbers and rewrite one unclear request.

First draft

• I gave room 6.

• I said three people are studying.

• I asked for two more chairs.

• I asked politely for a cup of water.

Review: Keep the number of people separate from the number of chairs. Make both requests easy to find.

Revised message or checked information

What I changed, or why no change was needed

Return after 1, 3 and 7 days

Day 1: Close the pack. New facts: Eva - read a menu; two friends - wait outside. Say two sentences about now.

Day 3: You are outside room 8 with two bags. The door is closed. Send a short message to a friend inside. Give your place and ask the friend to open the door.

Day 7: Ask a partner to hide three new facts: a place, an action now and one thing they need. Ask questions to find all three, then send a useful one-sentence reply.

What can you do now?

- I can connect each person with the right action now.
- A listener understands my location and request for help.
- My message tells its reader what to do and where.

Need more practice? Read each speaker's name in P09-R1 and underline the action after am. Retry P09-R1-Q01 and P09-U-Q01. Practise one request from P09-S1.

Ready to continue? Use P10 to ask for directions or transport information when you are in a new place.

Unit 10 · Around town

Đi lại trong thị trấn

- Find a bus time, stop and ticket price.
- Ask for a ticket or a short route and check the details.
- Send simple travel information to another person.

Before: recall five useful words and make one first sentence. Keep this first attempt for comparison.

Core language and words

English	Vietnamese help	Example
bank	ngân hàng	The bank is next to the café.
pharmacy	nhà thuốc	The pharmacy is opposite the bank.
station	nhà ga, trạm	The station is near the park.
library	thư viện	The library is on King Street.
opposite	đối diện	The café is opposite the park.
between	ở giữa	The bank is between two shops.
turn left	rẽ trái	Turn left at the bank.
turn right	rẽ phải	Turn right at the corner.
go straight	đi thẳng	Go straight for two minutes.
corner	góc đường	The shop is on the corner.

Directions and Where is...?

Start an instruction with the basic verb: Go straight. Turn left. You do not need you at the start. Use Don’t for a negative: Don’t cross here. Ask politely: Excuse me. Where is the library? You can also learn How do I get to the library? as a whole phrase. Opposite means across from; next to means beside; between A and B needs two places. For a map or route, first check the starting place and the direction you face. Ask if these are missing. This lesson uses an ordered route table to make each step clear.

Go straight.

Turn left at the bank.

The library is opposite the café.

The bank is between the shop and the café.

Where is the station?

Use Turn left at the bank. instead of Turn to left at the bank.. Use turn left without to. Turn to the left is another correct form.

Use The bank is next to the café. instead of The bank is between the café.. Between normally needs two reference places. Use next to for the intended meaning beside the café.

Stress the direction words

Make LEFT, RIGHT, STRAIGHT and the place names clear. Pause after each step. Right and light have different first sounds. For the /r/ in right, the tongue does not touch the ridge behind the upper teeth as it does for /l/. Practise slowly, then give three steps.

• turn LEFT

• turn RIGHT

• go STRAIGHT

• opposite the BANK

Audio w12-drills: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

Step	Direction
Start	Stand at the station entrance and face along Station Road.
1	go straight to the bank
2	turn left into King Street
3	walk past the café
End	library on your right, opposite the park

Core reading · A visit to the library

I am at the station entrance. I want to go to the library, but I do not know this town. A woman gives me clear directions. First, I go straight along Station Road to the bank. Then I turn left into King Street. I walk past a small café. The library is on my right, opposite the park. It is not far, so I can walk. The library opens at nine and closes at five. I arrive at ten. I ask for a book about cooking and sit near a window to read.

Đọc theo thứ tự hành động; đừng đổi left và right theo suy đoán.

Core listening · Directions to the pharmacy

Audio w12-listen: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

Listen twice. Keep the transcript in the answer book closed.

Session 1 · Read and use the information

Find and retell at least three correct facts from the reading.

Study plan: Recall 5 min; words and reading 25; questions and evidence 20; spoken description 15; writing and review 25.

W12D1Q01. Reading: Where does the route start?

A. library window

B. bank door

C. station entrance

W12D1Q02. Reading: Where does the person turn left?

A. at the library

B. at the bank

C. at the park

W12D1Q03. Reading: What street does the person turn into?

A. King Street

B. Station Road

C. River Street

W12D1Q04. Reading: Which side is the library on when the person reaches it?

A. left

B. behind the station

C. right

W12D1Q05. Reading: What is opposite the library?

A. station

B. park

C. bank

W12D1Q06. Reading: What time does the person arrive?

A. ten

B. nine

C. five

Speak

Retell three or four main facts from the reading. Then change one detail to talk about another person.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Write four to six sentences about the reading. Use only information supported by the text.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

Session 2 · Listen and respond

Find the main listening details and use them in a short reply.

Study plan: Recall 10 min; predict and listen 20; questions and check 20; replay and pronunciation 15; speaking/writing 25.

W12D2Q01. Listening: What place does the visitor want to find?

A. bank

B. pharmacy

C. library

W12D2Q02. Listening: Where should the visitor turn?

A. supermarket

B. bank

C. park

W12D2Q03. Listening: Which way should the visitor turn?

A. left

B. Do not turn.

C. right

W12D2Q04. Listening: Which side is the pharmacy on after the bank?

A. behind

B. left

C. right

W12D2Q05. Listening: What is next to the pharmacy?

A. small café

B. station

C. library

W12D2Q06. Listening: About how long does the walk take?

A. fifteen minutes

B. ten minutes

C. five minutes

Speak

Retell three details from the conversation. Then practise both roles asking and answering about those details.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Write four to six sentences of notes after listening. Check them against the script after you finish.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

Session 3 · Use the sentence patterns

Make four correct sentences using this week's language.

Study plan: Recall 10 min; examples and contrasts 20; controlled practice 20; change the facts 15; speaking/writing 25.

W12D3Q01. Write the missing direction verb: ___ left at the bank.

W12D3Q02. Complete the phrase meaning continue ahead: Go ___.

W12D3Q03. Write the missing word meaning across from: The library is ___ the park.

W12D3Q04. Complete with and or to: between the bank ___ the café.

W12D3Q05. Complete with is or are: Where ___ the pharmacy?

W12D3Q06. Complete the negative instruction with not: Do ___ cross here.

Speak

Say four sentences with the week's patterns. Change the person or time and keep the sentence pattern correct.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Write four new sentences using the week's language. Underline the verbs and explain one choice.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

Session 4 · Use English for a practical task

Make a spoken or written response with all the information the task needs.

Study plan: Recall 10 min; plan the message 15; sentence practice 20; roleplay 20; writing and repair 25.

W12D4Q01. Use this week's word for a place that keeps or lends money: The ____ is next to the café.

W12D4Q02. Use this week's word for a shop where people get medicine: The ____ is opposite the bank.

W12D4Q03. Use this week's word for a place where trains stop: The ____ is near the park.

W12D4Q04. Put all the words in order: straight / Go.

W12D4Q05. Put all the words in order: left / the / Turn / at / bank.

W12D4Q06. Put all the words in order: library / opposite / café / The / is / the.

Speak

Use the route table to guide a friend from the station entrance to the library. Give the starting place, three steps and the final landmark.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Use the route table to guide a friend from the station entrance to the library. Give the starting place, three steps and the final landmark. Write a first draft, check it and revise.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

Session 5 · Review and use new facts

Complete a new task before opening the model.

Study plan: Try questions 20 min; check and correct 20; speaking 20; writing 20; record next steps 10. Familiar material: this is review.

W12D5Q01. Reading: What time does the library close?

A. ten

B. five

C. nine

W12D5Q02. Reading: What subject is the book about?

A. cooking

B. travel

C. history

W12D5Q03. Listening: Which place is said to be opposite the park?

A. pharmacy

B. bank

C. café

W12D5Q04. Listening: Does the route to the pharmacy go past the bank?

A. Not stated

B. Yes

C. No

W12D5Q05. Which direction is correct English?

A. Turn right.

B. You right.

C. Turn to right.

W12D5Q06. Vocabulary review: Use this week’s word for a place where people can read and borrow books.

W12D5Q07. Vocabulary review: Use this week’s word meaning across from.

W12D5Q08. Vocabulary review: Use this week’s word for a position with one place on each side.

W12D5Q09. Rewrite the whole direction correctly: Turn to left at the bank.

W12D5Q10. Rewrite the whole sentence using next to, meaning beside the café: The bank is between the café.

Speak

Keep the model closed. Check the pharmacy route with a local person: ask again about turning right at the supermarket and repeat that the pharmacy is next to the café.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Keep the model closed. Check the pharmacy route with a local person: ask again about turning right at the supermarket and repeat that the pharmacy is next to the café. Write a clear response. Then check and revise it.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

New situations · Sessions 6 and 7

Use R1, L1, S1 and W1 in Session 6. Use R2, L2, S2, W2 and the language questions in Session 7. These tasks use new contexts.

Useful phrase	Vietnamese help	Example
a single ticket	vé một chiều	A single ticket to the park, please.
a return ticket	vé khứ hồi	I need a return ticket.
leave at	khởi hành lúc	The bus leaves at nine.
arrive at	đến lúc	We arrive at nine twenty.
bus stop	điểm dừng xe buýt	Meet me at the bus stop.
turn right	rẽ phải	Turn right at the clock tower.
go straight	đi thẳng	Go straight to the bridge.
on your left	ở bên trái bạn	The shop is on your left.
next to	bên cạnh	The hotel is next to the bank.
get off	xuống xe	Get off at Lake Park.

Tickets, times and short directions

Ask Where does the bus leave from? and What time does it leave? Request a ticket with A single to the park, please. A return ticket is for the journey there and back. Give one direction at a time: Go straight. Turn right. Say the starting place so the route is clear.

• Two return tickets to Lake Park, please.

• The bus leaves at 9:30 and arrives at 9:50.

• From the hotel door, go straight to the clock tower.

Single là vé một chiều; return là vé đi và về. Phân biệt giờ khởi hành và giờ đến. Khi chỉ đường phải biết điểm bắt đầu và nói từng bước.

Use What time does the bus leave? instead of What time the bus leaves?. Use does before the bus, then the basic verb leave.

Use Turn right at the tower. instead of Turn to right at the tower.. Use turn right. You can also say turn to the right.

P10-R1 · Bus 6 to Lake Park

Find the two columns with times.

Bus 6 - Tuesday practice timetable
From Bay Station | Arrives at Lake Park
9:00 | 9:20
9:30 | 9:50
10:00 | 10:20
All buses leave from stop B at Bay Station.
Adult single: £2. Adult return: £3.50.
Buy a ticket from the driver. Cash or card.
The same bus route goes back to Bay Station every hour from 11:00 to 17:00.

P10-R1-Q01. Where do the buses leave from at Bay Station?

A. Stop D.

B. Stop A.

C. Stop B.

P10-R1-Q02. What time does the 9:30 bus arrive at Lake Park? Write the arrival time.

P10-R1-Q03. Where can you buy the ticket?

A. From the driver.

B. Only from a hotel.

C. From the park café.

P10-R1-Q04. How much is one adult return? Write the price.

P10-R2 · From the hotel to the post office

Find the starting place before you read the route.

Start at the front door of Oak Hotel. Face the clock tower on Main Street. Walk straight to the tower. Turn right into Mill Street. Walk past the fruit shop. The post office is the next building on your left. It has a blue door. The walk takes about five minutes. The post office opens at nine and closes at four.

P10-R2-Q01. Which way should you face at the start?

A. Towards the fruit shop.

B. Towards the clock tower.

C. Towards the park.

P10-R2-Q02. At the tower, should you turn left or right? Write one word.

P10-R2-Q03. What is the post office’s door like?

A. It is red.

B. It is green.

C. It is blue.

P10-R2-Q04. What time does the post office close? Write the time.

P10-L1 · Two tickets to the lake

Listen for the number and type of tickets.

Audio p10-l1: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

Listen twice before looking at the transcript. Note extra plays or help.

P10-L1-Q01. What tickets does the customer buy?

A. Two adult returns.

B. One adult single.

C. Two child singles.

P10-L1-Q02. What time does the next bus leave? Write the departure time.

P10-L1-Q03. How much are the two tickets in total?

A. Four pounds.

B. Seven pounds.

C. Fourteen pounds.

P10-L1-Q04. Which stop is confirmed? Write the letter.

P10-L2 · On the bus to Lake Park

Listen for the final stop.

Audio p10-l2: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

Listen twice before looking at the transcript. Note extra plays or help.

P10-L2-Q01. What is the last stop on the bus?

A. Town Hall.

B. Bay Station.

C. Lake Park.

P10-L2-Q02. How many minutes is the trip to the park? Write the number.

P10-L2-Q03. Where are the toilets?

A. Next to the café.

B. Inside Town Hall.

C. Behind the station.

P10-L2-Q04. What time is the next bus back? Write the time.

Language in new situations

P10-U-Q01. Complete with single or return: I want to go to the park and come back on one ticket. I need a ___ ticket.

P10-U-Q02. Which question asks for the bus departure time?

A. Where do you live?

B. How many colours are there?

C. What time does the bus leave?

P10-U-Q03. Complete with left or right: The shop is on your left, not on your ___.

P10-U-Q04. A single ticket is £3. What is the total for two single tickets?

A. Three pounds.

B. Six pounds.

C. Nine pounds.

P10-U-Q05. Use all the words to make one direction: straight / to / bridge / the / Go.

P10-U-Q06. You do not hear the stop clearly. Which reply checks it?

A. Did you say stop C?

B. The stop has a sandwich.

C. I can blue.

P10-U-Q07. Complete with at or in: The bus leaves ___ 8:45.

P10-U-Q08. Which sentence gives a clear starting place for directions?

A. The café is nice.

B. Left, perhaps, anywhere.

C. Start at the station door and face the bridge.

Say it clearly · Make directions and ticket numbers clear.

Stress the important words: LEFT, RIGHT, TWO tickets. Pause after each direction. Repeat a time or stop to check what you heard.

• turn right

• on your left

• two return tickets

• stop C

Audio p10-pronunciation: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

P10-S1 · Get to the museum on time

Buy bus tickets for two adults. Ask about arrival time so you can reach the museum before ten.

Your card: You are the customer. You and one adult friend need to go from Town Station to the museum and come back today. You must arrive before 10:00. You have £10. You do not know the times, prices or stop.

• Keep the customer and seller cards separate. Ask for the journey you need.

• Ask about the departure, arrival, total price and stop.

• Choose a suitable bus. Repeat the key facts to the seller.

Give your partner the separate card with this task ID at the back of the workbook. Keep the partner facts private until you finish.

Solo rehearsal: Solo rehearsal. Pause and respond: How many people? Single or return? The 9:10 bus arrives at 9:35. The 9:40 arrives at 10:05. Which bus do you need? Returns are £3 each. Your bus leaves from stop F. Please tell me the total and stop.

A solo attempt prepares you; it does not show two-way interaction.

• I requested two adult returns.

• I chose a bus arriving before ten.

• I obtained the £6 total and stop F from the seller.

• I repeated the departure time, total and stop correctly.

Listener: facts understood, help used and one next step

P10-S2 · Help a visitor reach the pool

Give a short route from a hotel to the swimming pool. Answer the visitor’s check question.

Your card: You know the route. Start at the west door of Elm Hotel and face the bridge. Walk straight to the bridge, but do not cross it. Turn left into Field Road. The pool is the first building on your right. The pool is open until six.

• Use the route card. Say the starting place and direction first.

• Give the steps slowly. The visitor writes them down.

• Answer the check question and ask the visitor to repeat the route.

Give your partner the separate card with this task ID at the back of the workbook. Keep the partner facts private until you finish.

Solo rehearsal: Solo rehearsal. Give your directions after: How do I get to the pool from the hotel’s west door? Do I cross the bridge? What time does the pool close?

A solo attempt prepares you; it does not show two-way interaction.

• I gave the west door and the direction to face.

• I said not to cross the bridge.

• I gave Field Road and the pool’s right-hand position.

• I answered the closing-time question.

Listener: facts understood, help used and one next step

P10-W1 · Send a travel update

Write to Lian. Your train leaves West Station at 2:10 and arrives at Hill Station at 2:45. Ask Lian to meet you at the ticket desk at Hill Station. About 20-40 words is a guide.

• Write without the model.

• Ask a reader to identify the departure and arrival separately.

• Check the meeting station and place. Revise if a reader confuses them.

First draft

• The train leaves West Station at 2:10.

• It arrives at Hill Station at 2:45.

• I asked Lian to meet me.

• The meeting point is the ticket desk at Hill Station.

Review: Do not mix departure and arrival. Repeat the station name if it helps the reader.

Revised message or checked information

What I changed, or why no change was needed

P10-W2 · Complete a ticket request

Complete a fictional request for a bus ticket. The traveller is Ara Vale. The trip is from North Station to River Park on Friday at 11:15. Request one adult single.

• Complete the form without the model.

• Compare each field with the task facts.

• Correct any reversed place or missing number.

Field	Your information
Traveller name	
From	
To	
Day	
Departure time	
Number of adults	

Field	Your information
Ticket type	

• Ara Vale is the traveller.

• North Station is From and River Park is To.

• Friday and 11:15 are in the correct fields.

• The request is for one adult single.

Review: Check From and To carefully. A return ticket would not match this request.

Revised message or checked information

What I changed, or why no change was needed

Return after 1, 3 and 7 days

Day 1: New timetable: leave 8:10, arrive 8:35; leave 8:40, arrive 9:05. You need to arrive before 9:00. Say which bus you need and why.

Day 3: New route: start at the café door, face the bank, walk to the bank, turn left into Rose Road. The library is on the right. Give these directions aloud in three short steps.

Day 7: With a partner, use a new invented timetable and price list. Keep the price list with the seller. Buy two single tickets, check the total and departure stop, then tell a third person or recording the three facts.

What can you do now?

• I can distinguish departure time from arrival time.

• My ticket request leads to the correct number and type of tickets.

• A listener or reader can follow my short route or use my travel details.

Need more practice? Draw two columns for leave and arrive from P10-R1. Retry P10-R1-Q02 and P10-L1-Q04. Walk through P10-R2 using the stated starting direction.

Ready to continue? Use P11 to send a travel message and check simple information about a visit.

Unit 11 · A visit

Một chuyến thăm

- Find room, meal and departure details in a visitor note.
- Ask for information when arriving at a guest house.
- Write a short message about where I am and what I need.

Before: recall five useful words and make one first sentence. Keep this first attempt for comparison.

Core language and words

English	Vietnamese help	Example
yesterday	hôm qua	I was at home yesterday.
last night	tối qua	We were tired last night.
last week	tuần trước	She was busy last week.
ago	trước đây	I was here two days ago.
tired	mệt	He was tired after work.
quiet	yên tĩnh	The park was quiet.
crowded	đông người	The bus was crowded.
late	trễ	I was late yesterday.
early	sớm	She was early for class.
closed	đóng cửa	The shop was closed.

Optional extension: was and were

This past-time language is extra practice in the A1 completion route, not a gate for A1 outcomes. For the past, am/is becomes was and are becomes were: I/he/she/it was; you/we/they were. Use was not or wasn’t, and were not or weren’t, for negatives. Put was/were first in a question: Were you at home? Yes, I was. The question uses you were but the answer uses I was. Yesterday, last night, last week and two days ago refer to the past. This lesson uses be with places and states. Do not put was before every action verb. I was at work gives a place; I was work is not correct for an action.

I was at home yesterday.

They were at the park.

She was not late.

Were you tired?

Yes, I was.

Use I was at home. instead of I were at home.. Use was with I in the past.

Use They were tired. instead of They was tired.. Use were with they.

Was and were in statements and questions

Was and were may be weak in longer sentences and stronger in short answers. Practise yesterday and last night as time phrases. Where and were have different jobs even when they sound similar in an accent. Where were you? contains both words.

• I was at home.

• They were tired.

• Were you late?

• Where were you?

Audio w13-drills: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

Time	Place/state
9:00	at the office; busy
12:00	at a café; hungry
17:00	on a crowded bus
20:00	at home; tired

Core reading · Yesterday was different

Ella is usually at home on Sunday, but yesterday was different. In the morning, she was at the office because there was a small event. Her colleagues were there too. At twelve, they were at a café near the office. Ella was hungry, but the café was crowded. At five, she was on a bus. The bus was crowded too, and the trip was slow. At eight, she was at home. She was tired, but she was happy because the event was good. Her brother was not at home. He was at a friend’s house.

Tìm nơi chốn và trạng thái theo thời gian; không cần kể hành động mới chưa học.

Core listening · Checking yesterday’s class

Audio w13-listen: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

Listen twice. Keep the transcript in the answer book closed.

Session 1 · Read and use the information

Find and retell at least three correct facts from the reading.

Study plan: Recall 5 min; words and reading 25; questions and evidence 20; spoken description 15; writing and review 25.

W13D1Q01. Reading: Where is Ella usually on Sunday?

A. on a bus

B. at home

C. at the office

W13D1Q02. Reading: Where was Ella yesterday morning?

A. office

B. park

C. school

W13D1Q03. Reading: Why were Ella’s colleagues at the office?

A. a test

B. a broken computer

C. a small event

W13D1Q04. Reading: What was the café like?

A. closed

B. crowded

C. quiet

W13D1Q05. Reading: How did Ella feel at eight in the evening?

A. tired but happy

B. angry

C. hungry and sad

W13D1Q06. Reading: Where was Ella’s brother?

A. at home

B. at school

C. a friend’s house

Speak

Retell three or four main facts from the reading. Then change one detail to talk about another person.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Write four to six sentences about the reading. Use only information supported by the text.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

Session 2 · Listen and respond

Find the main listening details and use them in a short reply.

Study plan: Recall 10 min; predict and listen 20; questions and check 20; replay and pronunciation 15; speaking/writing 25.

W13D2Q01. Listening: Was Jo at class yesterday?

A. Yes

B. No

C. Not stated

W13D2Q02. Listening: Where was Alex until seven?

A. at school

B. at home

C. at work

W13D2Q03. Listening: What time was the class scheduled for?

A. five thirty

B. six

C. seven

W13D2Q04. Listening: Which room did the class use?

A. four

B. two

C. six

W13D2Q05. Listening: What does Jo think of the class?

A. difficult

B. boring

C. useful

W13D2Q06. Listening: What time was Ben at school?

A. seven

B. half past five

C. six

Speak

Retell three details from the conversation. Then practise both roles asking and answering about those details.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Write four to six sentences of notes after listening. Check them against the script after you finish.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

Session 3 · Use the sentence patterns

Make four correct sentences using this week's language.

Study plan: Recall 10 min; examples and contrasts 20; controlled practice 20; change the facts 15; speaking/writing 25.

W13D3Q01. Complete with was or were: I ___ busy yesterday.

W13D3Q02. Complete with was or were: We ___ at the café.

W13D3Q03. Complete with Was or Were: ___ she at home?

W13D3Q04. Complete with Was or Were: ___ you tired?

W13D3Q05. Complete with was or were: Yes, I ___.

W13D3Q06. Complete with now or ago: two days ___.

Speak

Say four sentences with the week's patterns. Change the person or time and keep the sentence pattern correct.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Write four new sentences using the week's language. Underline the verbs and explain one choice.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

Session 4 · Use English for a practical task

Make a spoken or written response with all the information the task needs.

Study plan: Recall 10 min; plan the message 15; sentence practice 20; roleplay 20; writing and repair 25.

W13D4Q01. Use this week's word meaning the day before today: I was at home ____.

W13D4Q02. Use this week's phrase meaning the night before today: We were tired ____.

W13D4Q03. Use this week's phrase meaning the week before this one: She was busy ____.

W13D4Q04. Put all the words in order: was / home / I / at / yesterday.

W13D4Q05. Put all the words in order: were / the / They / at / park.

W13D4Q06. Put all the words in order: was / late / She / not.

Speak

For this optional past-time extension, describe four times in an invented day yesterday. Include places and two states or feelings. Aim for about 35-50 words.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

For this optional past-time extension, describe four times in an invented day yesterday. Include places and two states or feelings. Aim for about 35-50 words. Write a first draft, check it and revise.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

Session 5 · Review and use new facts

Complete a new task before opening the model.

Study plan: Try questions 20 min; check and correct 20; speaking 20; writing 20; record next steps 10. Familiar material: this is review.

W13D5Q01. Reading: How does Ella describe the office event?

A. good

B. bad

C. cancelled

W13D5Q02. Reading: Where was Ella at five?

A. at a café

B. at home

C. on a bus

W13D5Q03. Listening: Who was late?

A. Jo

B. teacher

C. Ben

W13D5Q04. Listening: Was Ben early or late?

A. early

B. late

C. not stated

W13D5Q05. Which question is correct?

A. Where was you yesterday?

B. Where you were yesterday?

C. Where were you yesterday?

W13D5Q06. Vocabulary review: Use this week’s word meaning before now, placed after a time phrase such as two days.

W13D5Q07. Vocabulary review: Use this week’s word meaning needing rest.

W13D5Q08. Vocabulary review: Use this week’s word meaning with little noise.

W13D5Q09. Rewrite the whole sentence correctly: I were at home.

W13D5Q10. Rewrite the whole sentence correctly: They was tired.

Speak

Keep the model closed. In this optional past-time task, you missed a class. Ask a classmate about the room, teacher and difficulty. Explain why you were absent.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Keep the model closed. In this optional past-time task, you missed a class. Ask a classmate about the room, teacher and difficulty. Explain why you were absent. Write a clear response. Then check and revise it.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

New situations · Sessions 6 and 7

Use R1, L1, S1 and W1 in Session 6. Use R2, L2, S2, W2 and the language questions in Session 7. These tasks use new contexts.

Useful phrase	Vietnamese help	Example
a guest house	nhà nghỉ nhỏ	We are at a guest house.
a room	phòng	Our room is upstairs.
a key	chìa khóa	Can I have the key, please?
stay for two nights	ở hai đêm	We want to stay for two nights.
breakfast	bữa sáng	Breakfast starts at seven thirty.
arrive	đến nơi	We arrive on Tuesday.
leave	rời đi	We leave on Thursday.
today	hôm nay	Today we are by the sea.
yesterday	hôm qua	Yesterday I was at the harbour.
a postcard	bưu thiếp	I am writing a postcard.

Useful visit messages; optional yesterday practice

Say where you are today with am, is or are: We are at a guest house. Ask practical questions: What time is breakfast? Can I have a key? Optional extra: for yesterday, change I am to I was and we are to we were. You can practise this extra pattern, but past-tense accuracy is not a condition for completing the A1 outcome tasks.

• We are at Willow Guest House today.

• What time do we need to leave the room?

• Optional: Yesterday we were at the harbour.

Nhiệm vụ chính là hỏi thông tin và gửi tin nhắn hữu ích trong chuyến thăm. Was/were là phần mở rộng tùy chọn để nói hôm qua; độ chính xác thì quá khứ không phải điều kiện đạt đầu ra A1 ở bộ tài liệu này.

Use We are at the guest house. instead of We is at the guest house.. Use are with we for the situation now.

Use Optional: I was at the harbour yesterday. instead of Optional: I were at the harbour yesterday.. In this extra past-time pattern, use was with I.

P11-R1 · Welcome to Willow Guest House

Find the room number and breakfast time.

Welcome, Jo and Paz!
Your room is number 8, upstairs. You are here from Tuesday to Thursday. Breakfast is in the garden room from 7:30 to 9:00. Tea and water are free. Please leave your room before 10:00 on Thursday. Put the key in the box at the front desk. If you need a towel, ask at the desk. Enjoy your visit!

P11-R1-Q01. Where is room 8?

A. It is upstairs.

B. It is in the garden.

C. It is across the road.

P11-R1-Q02. What time does breakfast start? Write the time.

P11-R1-Q03. What should Jo and Paz do on Thursday before 10:00?

A. Start breakfast.

B. Leave their room.

C. Arrive at the guest house.

P11-R1-Q04. Where should they put the key? Write the place.

P11-R2 · A postcard from the island

Look for today and yesterday.

Dear Rue,
Today I am on Green Island with my cousin. It is warm and sunny. We are sitting outside a small café. I am writing, and my cousin is reading a map. Our hotel is next to the beach. Yesterday we were at the harbour. It was windy there. Can you send me a photo of your new dog?
Love, Ona

P11-R2-Q01. What is Ona doing today at the café?

A. Swimming.

B. Reading the map.

C. Writing a postcard.

P11-R2-Q02. Who is with Ona? Write the family relationship.

P11-R2-Q03. Where is their hotel?

A. Next to the beach.

B. Inside the harbour.

C. Behind the station.

P11-R2-Q04. What animal does Ona ask for a photo of? Write the animal.

P11-L1 · A room for one night

Listen for the room and the breakfast information.

Audio p11-l1: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

Listen twice before looking at the transcript. Note extra plays or help.

P11-L1-Q01. How long is Tavi staying?

A. For two nights.

B. For one night.

C. For one week.

P11-L1-Q02. What is Tavi’s room number? Write the number.

P11-L1-Q03. Where is the room?

A. Upstairs above the kitchen.

B. Across the street.

C. On this floor, near the garden door.

P11-L1-Q04. What does Tavi ask for besides the key? Write the item.

P11-L2 · An update for a friend

Listen for the information the friend needs today.

Audio p11-l2: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

Listen twice before looking at the transcript. Note extra plays or help.

P11-L2-Q01. Where is Pine Guest House?

A. Near the small bridge.

B. Near the station.

C. On Green Island.

P11-L2-Q02. What time should Ivo meet Nell? Write the time.

P11-L2-Q03. What should Ivo bring?

A. A room key.

B. A map of the town.

C. Three towels.

P11-L2-Q04. How many people is the table for? Write the number.

Language in new situations

P11-U-Q01. Complete with am, is or are: We ___ at the guest house today.

P11-U-Q02. Which question asks for the breakfast time?

A. What colour is your towel?

B. How many keys are blue?

C. What time is breakfast?

P11-U-Q03. Complete with on or at: We arrive ___ Friday.

P11-U-Q04. You need a key. Which request is useful and polite?

A. Can I have a key, please?

B. I can keys on Tuesday.

C. The key is a breakfast.

P11-U-Q05. Use all the words to make one message: at / hotel / the / I / am.

P11-U-Q06. Breakfast is from 8:00 to 9:30. Which time is within breakfast hours?

A. 7:30.

B. 9:00.

C. 10:00.

P11-U-Q07. Optional extra: complete with was or were. Yesterday I ___ at the beach.

P11-U-Q08. Optional extra: which sentence says where two people were yesterday?

A. We was at the lake yesterday.

B. We is at the lake yesterday.

C. We were at the lake yesterday.

Say it clearly · Make arrival, departure and meal times clear.

Pause after the day or time. Say the important place name again if your listener asks. For the optional past phrase, keep was with the place words.

• on Tuesday

• at seven thirty

• for two nights

• today and yesterday

Audio p11-pronunciation: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

P11-S1 · Arrive and ask

Arrive at a guest house. Check your stay, room, breakfast and price. Ask for help if a detail is not clear.

Your card: You are Niko Elm. You booked for two adults from Wednesday to Friday, two nights. You do not know the room number, breakfast time or total price. You need two keys. All

information is fictional.

• Keep the guest and host cards separate. Give your name and stay details.

• Ask for the room, breakfast time and total price.

• Repeat the key information and answer the host's question.

Give your partner the separate card with this task ID at the back of the workbook. Keep the partner facts private until you finish.

Solo rehearsal: Solo rehearsal. Pause and respond: What is your name? How many nights? Your room is fourteen. Breakfast is included from seven thirty to nine. The total is one hundred and twenty pounds for two nights. Do you need one key or two? Please check the room and time with me.

A solo attempt prepares you; it does not show two-way interaction.

• I gave the name and two-night stay.

• I obtained room 14 and breakfast 7:30-9:00.

• I checked the £120 total for the stay.

• I answered the key question.

Listener: facts understood, help used and one next step

P11-S2 · Say hello from a new place

Record or give a short message about your visit today. Give your place, weather and current activity. Answer a friend's question. A yesterday sentence is optional.

Your card: Today you are at Seabird Hotel. It is sunny. You are sitting in the garden and writing to a friend. Blue Café is next to the hotel. Optional extra fact: yesterday you were at the station.

• Choose three short notes from your card.

• Speak for about 20-30 seconds with the model closed.

• Answer the question. Add yesterday information only if you want extra practice.

Give your partner the separate card with this task ID at the back of the workbook. Keep the partner facts private until you finish.

Solo rehearsal: Solo rehearsal. Where are you today? What is the weather like? What are you doing? Is there a café near the hotel? If you want extra practice, where were you yesterday?

A solo attempt prepares you; it does not show two-way interaction.

• I named Seabird Hotel.

• I gave the sunny weather and current activity.

• I answered the café question.

• The listener understood today's message; a yesterday sentence was optional.

Listener: facts understood, help used and one next step

P11-W1 · A fictional arrival form

Complete a visitor form for Ivy Chen. Arrival day: Monday. Stay: three nights. Contact email: ivy.chen@example.com. Request one extra towel. Use these invented details only.

• Complete the form without the model.

• Check the email character by character.

• Review the day, number of nights and request. Correct any missing detail.

Field	Your information
Full name	
Arrival day	
Number of nights	
Contact email	
One request	

• The full name is Ivy Chen.

• Monday and three nights are recorded correctly.

• The example.com email is copied accurately.

• The request is for one extra towel.

Review: Keep the contact email exact. Check that nights is a number, not an arrival day.

Revised message or checked information

What I changed, or why no change was needed

P11-W2 · A short postcard

Write to Aki from an invented visit. Give your place today, the weather and one thing you are doing. Ask Aki one simple question. Use about 25-45 words. A sentence about yesterday is optional and not needed to complete the task.

• Choose your own fictional details and write without the model.

• Ask a reader to find today's place, weather, activity and question.

• Revise any unclear fact. Review a yesterday sentence only if you chose to add one.

First draft

• I gave a place today.

• I described the weather.

• I gave one activity now.

• I asked Aki a simple question; past language was optional.

Review: Make today's message clear with am/is/are. Do not add a past sentence only to make the message longer.

Revised message or checked information

What I changed, or why no change was needed

Return after 1, 3 and 7 days

Day 1: New guest card: room 3; breakfast 8:15-9:30; leave the room before 10:30. Ask three questions to get these details. Then answer them from the card.

Day 3: Send a new message: you are at River Hotel, near the bank. Meet Sol at 2:20. Ask Sol to bring an umbrella. Write without the old models.

Day 7: Ask a partner to make a new visitor card with a room, meal time and one instruction. Ask for the information and write a clear note. Optional: add one sentence about where you were yesterday.

What can you do now?

• I can find the room and time details in a new visitor card.

• My questions obtain the information I need for a visit.

• My message gives a clear meeting place, time and request; optional past language is extra.

Need more practice? Read P11-R1 and label room, breakfast and departure. Retry P11-R1-Q02 and P11-L1-Q04. Rehearse the practical questions in P11-S1 before trying with a partner.

Ready to continue? Use P12 to bring several skills together for a community event. Keep was/were as optional extra practice if it is still difficult.

Unit 12 · A day together

Cùng tham gia một ngày hoạt động

- Use an event notice and replies to choose an activity.
- Ask, confirm and pass on simple time, place and price information.
- Write a useful online reply and a clear message for a friend.

Before: recall five useful words and make one first sentence. Keep this first attempt for comparison.

Core language and words

English	Vietnamese help	Example
welcome	chào đón	Welcome to our club.
member	thành viên	She is a new member.
meeting	buổi gặp, cuộc họp	The meeting is at ten.
bring	mang đến	Please bring a notebook.
sign	biển báo	Read the sign by the door.
break	giờ nghỉ	The break is at eleven.
contact	liên hệ	This is the contact form.
ready	sẵn sàng	We are ready to start.
check	kiểm tra	Please check the room number.
information	thông tin	The information is on the board.

Review useful patterns for your message

This week adds no new tense. Choose a pattern for your message: use be for a current name, job or place; the present simple for a routine; be + an -ing verb for an action now; can + a basic verb for ability; and, as an optional extension, was/were for past places or states. Check who the sentence is about, whether it is about now or the past, and whether it needs be or another verb. Use a basic verb after do, does and can. When reporting a text or recording, use the actual facts. Ask if a fact is missing. Finishing this week does not automatically confirm A1 certification.

I am a new member.

The club meets on Saturday.

We are waiting in room five.

I can help with the chairs.

The meeting was useful.

Use She can help. instead of She can helps.. Use the basic verb help after can.

Use They were in room five. instead of They was in room five.. In the optional past-time pattern, use were with they.

Speak in short groups and check key details

Help your listener understand names, numbers, times and actions. Pause after one idea and make the key detail clear. If you miss something, ask Please say it again instead of guessing. Clear speech does not require a native accent.

• room five

• Saturday at ten

• Please say it again.

• I can help.

Audio w14-drills: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

Time	Activity	Place
10:00	welcome meeting	room 5
11:00	tea break	kitchen
11:30	speaking practice	room 5
12:00	finish	main door

Core reading · Welcome, new members

Welcome to Riverside English Club. Our Saturday meeting starts at ten in room five. Please bring a notebook and a pen. There are twelve new members today. The kitchen is next to room five. Tea is free, but a bottle of water is one pound. Our break is at eleven. After the break, we practise speaking in pairs at half past eleven. The meeting finishes at twelve. You can ask a volunteer for help. If you cannot find the room, go straight from the main door and turn left at the board. Room five is on your right.

Dùng như thông báo mới: tìm ngày, giờ, đồ cần mang, giá và đường đi.

Core listening · A new member arrives

Audio w14-listen: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

Listen twice. Keep the transcript in the answer book closed.

Session 1 · Read and use the information

Find and retell at least three correct facts from the reading.

Study plan: Recall 5 min; words and reading 25; questions and evidence 20; spoken description 15; writing and review 25.

W14D1Q01. Reading: On which day is the meeting?

A. Saturday

B. Sunday

C. Friday

W14D1Q02. Reading: What should learners bring?

A. lunch and cup

B. passport

C. notebook and pen

W14D1Q03. Reading: Where is the kitchen?

A. outside

B. next to room five

C. behind the park

W14D1Q04. Reading: How much is tea?

A. free

B. one pound

C. two pounds

W14D1Q05. Reading: What time does speaking practice start?

A. 11:00

B. 12:00

C. 11:30

W14D1Q06. Reading: Which way should a visitor turn at the board?

A. Do not turn.

B. left

C. right

Speak

Retell three or four main facts from the reading. Then change one detail to talk about another person.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Write four to six sentences about the reading. Use only information supported by the text.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

Session 2 · Listen and respond

Find the main listening details and use them in a short reply.

Study plan: Recall 10 min; predict and listen 20; questions and check 20; replay and pronunciation 15; speaking/writing 25.

W14D2Q01. Listening: What is the new member’s name?

A. Mia

B. Nora

C. Tina

W14D2Q02. Listening: What is the correct room number?

A. one

B. five

C. three

W14D2Q03. Listening: What drink does Tina finally choose?

A. water

B. tea

C. coffee

W14D2Q04. Listening: How much is one bottle of water?

A. free

B. two pounds

C. one pound

W14D2Q05. Listening: What is the confirmed finish time?

A. eleven

B. twelve

C. one

W14D2Q06. Listening: Can Tina stay until the meeting ends?

A. Yes

B. No

C. Not stated

Speak

Retell three details from the conversation. Then practise both roles asking and answering about those details.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Write four to six sentences of notes after listening. Check them against the script after you finish.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

Session 3 · Use the sentence patterns

Make four correct sentences using this week's language.

Study plan: Recall 10 min; examples and contrasts 20; controlled practice 20; change the facts 15; speaking/writing 25.

W14D3Q01. Complete with am, is or are: I ___ a member.

W14D3Q02. Complete with start or starts: The meeting ___ at ten.

W14D3Q03. Complete with wait or waiting: We are ___ now.

W14D3Q04. Complete with help or helps: She can ___.

W14D3Q05. Optional past-time practice. Complete with was or were: They ___ at the club yesterday.

W14D3Q06. Complete with some or any: Do you have ___ water?

Speak

Say four sentences with the week's patterns. Change the person or time and keep the sentence pattern correct.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Write four new sentences using the week's language. Underline the verbs and explain one choice.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

Session 4 · Use English for a practical task

Make a spoken or written response with all the information the task needs.

Study plan: Recall 10 min; plan the message 15; sentence practice 20; roleplay 20; writing and repair 25.

W14D4Q01. Use this week's word for greeting someone who arrives: ____ to our club.

W14D4Q02. Use this week's word for someone who belongs to a club: She is a new ____.

W14D4Q03. Use this week's word for a planned time when people come together to talk: The ____ is at ten.

W14D4Q04. Put all the words in order: am / new / I / a / member.

W14D4Q05. Put all the words in order: club / on / The / meets / Saturday.

W14D4Q06. Put all the words in order: are / in / five / We / waiting / room.

Speak

Give spoken or written directions of about 50-65 words for a new member. Include the day, time, room, items to bring and where to get water.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Give spoken or written directions of about 50-65 words for a new member. Include the day, time, room, items to bring and where to get water. Write a first draft, check it and revise.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

Session 5 · Review and use new facts

Complete a new task before opening the model.

Study plan: Try questions 20 min; check and correct 20; speaking 20; writing 20; record next steps 10. Familiar material: this is review.

W14D5Q01. Reading: How many new members are there?

A. ten

B. five

C. twelve

W14D5Q02. Reading: Who should a learner ask for help?

A. a nurse

B. a volunteer

C. a driver

W14D5Q03. Listening: What finish time does Tina guess incorrectly?

A. one

B. twelve

C. eleven thirty

W14D5Q04. Listening: What speaking-practice time is confirmed?

A. ten

B. half past twelve

C. half past eleven

W14D5Q05. Which sentence correctly describes an action happening now?

A. We is waiting.

B. We are waiting.

C. We waiting.

W14D5Q06. Vocabulary review: Use this week’s verb meaning take something with you to the place being discussed.

W14D5Q07. Vocabulary review: Use this week’s word for a board that gives instructions or information.

W14D5Q08. Vocabulary review: Use this week’s word for a short rest between activities.

W14D5Q09. Rewrite the whole sentence correctly: She can helps.

W14D5Q10. Optional past-time practice. Rewrite the whole sentence correctly: They was in room five.

Speak

Keep the model closed. Introduce yourself to a new group with an invented name, home country, job, study schedule and one ability. The original task also practises yesterday’s location as an optional extension. Speak for about 45-60 seconds, then write about 50-65 words.

Try from key words. Ask a listener to repeat the facts they understood. Change one detail and try again.

Write

Keep the model closed. Introduce yourself to a new group with an invented name, home country, job, study schedule and one ability. The original task also practises yesterday's location as an optional extension. Speak for about 45-60 seconds, then write about 50-65 words. Write a clear response. Then check and revise it.

Write first. Check the required information, words and punctuation. Revise one unclear part, or explain why the message already works.

Keep: the answer corrections, one spoken attempt and one checked or revised message.

New situations · Sessions 6 and 7

Use R1, L1, S1 and W1 in Session 6. Use R2, L2, S2, W2 and the language questions in Session 7. These tasks use new contexts.

Useful phrase	Vietnamese help	Example
an event	sự kiện	The event is on Saturday.
join us	tham gia cùng chúng tôi	Please join us in the garden.
a volunteer	người tình nguyện	Ask a volunteer at the gate.
bring a friend	đưa một người bạn đến	You can bring a friend.
a reply	tin trả lời	Please send a reply.
meet at the gate	gặp ở cổng	Let's meet at the east gate.
a plate of food	một suất đồ ăn	A plate of food is £3.
tell someone	báo cho ai đó	Please tell Ben the new time.
Is that right?	Đúng vậy không?	Two thirty, room six. Is that right?
I can help with...	Tôi có thể giúp việc...	I can help with the chairs.

Choose a clear message for the situation

Use the words you need for a real task. Give a name with I am. Give a routine with I help on Saturdays. Say what is happening with We are waiting. Offer help with I can carry the chairs. Repeat a time, place or price to check it: Two pounds, is that right? If information is missing, ask instead of guessing.

• I can help from ten to eleven.

• The games start at 11:15 in the garden.

• Room six at two thirty. Is that right?

Chọn mẫu theo ý cần nói. Khi truyền tin, giữ đúng giờ, nơi, giá. Thông tin chưa có thì hỏi lại. Hoàn thành hoạt động không tự tạo chứng chỉ hoặc mức CEFR.

Use She can bring a friend. instead of She can brings a friend.. Use the basic verb after can.

Use We are waiting at the gate. instead of We waiting at the gate.. Use are with we before the -ing verb.

P12-R1 · Brook Street Day

Find the activity times before you answer.

Brook Street Day - Saturday, 10:00-14:00
Come to the school garden. Entry is free.
10:30: music by local players
11:15: games for everyone
12:30: lunch - £3 a plate, with a vegetarian choice
Water is free. Please bring your own cup. Use the east gate; the west gate is closed. Volunteers can help visitors at the gate. Children must come with an adult.

P12-R1-Q01. Which statement about cost is correct?

A. Entry and all food cost £3.

B. Entry is free, but lunch is £3 a plate.

C. Entry is £3, but lunch is free.

P12-R1-Q02. Which gate should visitors use? Write east or west.

P12-R1-Q03. What should visitors bring for water?

A. A ticket.

B. A plate of food.

C. Their own cup.

P12-R1-Q04. What time do the games start in this notice? Write the time.

P12-R2 · Before the street day

Read each name before the message.

Mira: Can I come at eleven? I cannot come at ten.
Host: Yes. Music starts at 10:30, but games start at 11:15.
Oli: I do not eat meat. Is there lunch for me?
Host: Yes. We have a vegetarian plate for £3.
Ada: Can I bring two friends?
Host: Yes. Please bring cups for water.
Mira: Thank you. I can help with the tables after lunch.

P12-R2-Q01. Who asks about food without meat?

A. Oli.

B. Mira.

C. Ada.

P12-R2-Q02. How many friends does Ada ask to bring? Write the number.

P12-R2-Q03. When can Mira help with the tables?

A. Before ten.

B. After lunch.

C. Only on Sunday.

P12-R2-Q04. What time can Mira arrive? Write the time.

P12-L1 · The new place for the games

Listen for the changed place.

Audio p12-l1: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

Listen twice before looking at the transcript. Note extra plays or help.

P12-L1-Q01. Why are the games moved inside?

A. The garden is too small.

B. The tickets are sold out.

C. It is raining.

P12-L1-Q02. What is the new hall? Write the letter or hall name.

P12-L1-Q03. What does the visitor need to bring?

A. A name card.

B. A paid ticket.

C. A chair.

P12-L1-Q04. What is the new start time? Write the time.

P12-L2 · Pass the plan to Ben

Listen for three facts to pass on.

Audio p12-l2: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

Listen twice before looking at the transcript. Note extra plays or help.

P12-L2-Q01. On which day does the group meet?

A. Saturday.

B. Sunday.

C. Friday.

P12-L2-Q02. What time does the group start? Write the time.

P12-L2-Q03. Why should Remy tell Ben the plan?

A. Ben does not like sandwiches.

B. Ben is working until noon.

C. Ben’s phone is not working.

P12-L2-Q04. What can Ben bring? Write the food.

Language in new situations

P12-U-Q01. Complete with bring or brings: She can ___ a friend.

P12-U-Q02. A friend asks Can you help at ten? You are free at ten and can carry chairs. Which reply answers the request?

A. Yes. I can help with the chairs at ten.

B. The chairs are green yesterday.

C. I have an event on a plate.

P12-U-Q03. Complete with am, is or are: We ___ waiting at the east gate.

P12-U-Q04. You hear room 6 but want to check. Which question is useful?

A. How old is room?

B. Room six, is that right?

C. Where is my colour?

P12-U-Q05. Use all the words to make one request: tell / Please / new / the / time / Ben.

P12-U-Q06. A notice gives a day and place but no price. What should you do before telling a friend the cost?

A. Say it is £5.

B. Say it is free because it is a club.

C. Ask how much it costs.

P12-U-Q07. Complete with at or on: The games are ___ Sunday.

P12-U-Q08. A reply says I can come, but I need directions. Which message answers both parts?

A. Good. From the station, go straight to the school garden. Use the east gate.

B. Good. I have a sandwich.

C. No. Your reply is a price.

Say it clearly · Make the three useful facts easy to hear.

Group your message into short parts: time, place and price. Repeat a fact if asked. The aim is an understandable message, not a particular accent.

• at eleven fifteen

• in the school garden

• three pounds a plate

• Is that right?

Audio p12-pronunciation: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

P12-S1 · Choose an activity and offer help

Find a free event activity that fits your time. Offer one useful form of help and confirm the plan.

Your card: You are a visitor with one child. You are free from 10:00 to 12:00. You want a free activity, and you both like stories. You can help carry light chairs after the activity. You do not know the programme.

• Read only your own card. Ask about activities, times and cost.

• Choose an activity that fits your needs. Offer help.

• Confirm the activity, time, place and help task with your partner.

Give your partner the separate card with this task ID at the back of the workbook. Keep the partner facts private until you finish.

Solo rehearsal: Solo rehearsal. What would you like to do? Art costs £2 at ten. Stories are free at eleven in room three. Lunch is at twelve. Which fits your time? Can you help carry chairs at eleven forty? Please say your final plan.

A solo attempt prepares you; it does not show two-way interaction.

• I obtained programme information from my partner.

• I chose the free stories session within my available time.

• I offered help and answered the 11:40 question.

• I confirmed room 3, the story time and the help time.

Listener: facts understood, help used and one next step

P12-S2 · Pass on a changed plan

A friend has the old plan. Tell them the new time, place and cost. Check that they understand.

Your card: New plan: craft activity, Sunday at 2:30, room 6, free. Bring a bottle of water. The old plan was 2:00 in room 4, £2. Say only the current facts unless your partner asks about the old plan.

• Read the new plan on your card without showing it to your partner.

• Give a short message. Ask the partner to repeat the three key facts.

• Correct any wrong fact and answer the partner’s extra question.

Give your partner the separate card with this task ID at the back of the workbook. Keep the partner facts private until you finish.

Solo rehearsal: Solo rehearsal. Tell me the new craft plan. Is it still at two in room four? What is the cost now? Do I need to bring anything? Finish by repeating the current plan.

A solo attempt prepares you; it does not show two-way interaction.

• I gave Sunday at 2:30.

• I gave room 6 and free entry.

• I checked the listener’s repeated facts and corrected any old detail.

• I answered the water question.

Listener: facts understood, help used and one next step

P12-W1 · Reply to a volunteer post

Post: We need help at our garden day on Saturday. Can you help? What can you do, and when are you free? Write a fictional reply with a name, one useful ability and an available time. Ask where to meet. About 25-45 words is a guide.

• Write without the model. Use invented personal details.

• Check your reply answers both questions in the post.

• Ask a reader whether they can give you a suitable job. Add any missing information.

First draft

• I gave a fictional name.

• I said one useful thing I can do.

• I gave a clear available time on Saturday.

• I asked where to meet.

Review: A helper needs both ability and availability. Check your reply gives both, not just I can help.

Revised message or checked information

What I changed, or why no change was needed

P12-W2 · Send the useful facts to a friend

New notice: Community lunch, Friday, 12:15, River Hall. A meal costs £4. Please bring a cup. Write to Noor with the day/time, place, price and item to bring. Do not add facts the notice does not give. About 25-45 words is a guide.

• Read the new notice, then write without the model.

• Ask a reader to write the four practical details from your message.

• Compare those notes with the notice. Correct any changed or invented fact.

First draft

• Friday and 12:15 are correct.

• The place is River Hall.

• I gave £4 for a meal.

• I asked Noor to bring a cup and did not invent extra event details.

Review: Check numbers and names against the source. A clear short message is better than a longer message with invented facts.

Revised message or checked information

What I changed, or why no change was needed

Return after 1, 3 and 7 days

Day 1: New notice: Friday games, 16:20, room 7, free; bring a pencil. Say or write the four facts to a friend without changing them.

Day 3: New reply: I can help from 9:00 to 10:00. I can carry chairs, but I cannot cook. Write two useful questions for this volunteer before giving them a job.

Day 7: Use a new event card from a partner. Read or listen first, then give a spoken message and a written reply. Keep the first attempts. Ask a listener/reader to check the actual time, place, price and requested action.

What can you do now?

• I can use a new notice or short recording to find useful facts.

• A listener can recover the correct time, place and price from my message.

• My written reply answers the request and asks about any missing information.

Need more practice? Choose the weak action: timetable P10-R1; invitation P08-W2; help request P09-S1; passing on facts P12-S2. Return to a new version after practising.

Ready to continue? Try the separate A1 outcome check with new input and the model closed. Keep results for listening, reading, spoken production, interaction and writing separately.

A1 outcome check A

• Read or listen first.

• Answer every question you can.

• Write only the requested name, number, time or short phrase in English; do not write a full sentence for a short-answer item.

• Keep the answers and models closed.

• Ask for help if you need it.

• Write down the help you use.

Làm bài trước khi mở đáp án, bản chép lời hoặc bài mẫu. Có thể xin hỗ trợ; hãy ghi rõ hỗ trợ đã dùng. Phần tương tác nói cần một người cùng làm thật.

Suggested time: reading 25 min; listening 20; writing 25; speaking 10. Record your help. A supported attempt is useful practice.

Date / fresh attempt or practice / extra plays / help used

A1-A-R1 · Mara at the bakery

My name is Mara. I am twenty-four and I live on River Road. I work in a small bakery near the station. I start work at six in the morning. I walk to work because it is near my home. On Tuesdays, I do not work. I play tennis with my cousin. At home, I like making soup.

A1-A-R1-Q01. Where does Mara work?

A. She works in a station.

B. She works in a bakery.

C. She works in a tennis shop.

A1-A-R1-Q02. How old is Mara? Write her age.

A1-A-R1-Q03. How does Mara go to work?

A. She walks.

B. She goes by train.

C. She goes by bus.

A1-A-R1-Q04. On which day does Mara not work? Write the day.

A1-A-R1-Q05. Who plays tennis with Mara?

A. Her sister plays with her.

B. Her teacher plays with her.

C. Her cousin plays with her.

A1-A-R2 · Springwell Pool

SPRINGWELL POOL
Open on Saturdays: 9 a.m. to 5 p.m.
An adult ticket is £4. Pay at the desk by the front door.
Bring your own towel. We have towels for the teachers only.
Put your shoes in the small room by the door.
Please eat your food outside. Water is OK inside.
The swimming teacher wears a yellow shirt. Ask the teacher if you need help.

A1-A-R2-Q01. What time does the pool open on Saturdays? Write the time.

A1-A-R2-Q02. How much is an adult ticket?

A. An adult ticket is £2.

B. An adult ticket is £5.

C. An adult ticket is £4.

A1-A-R2-Q03. What must visitors bring?

A. They must bring a towel.

B. They must bring a yellow shirt.

C. They must bring a chair.

A1-A-R2-Q04. Where can visitors eat their food? Write one word.

A1-A-R2-Q05. What colour is the swimming teacher's shirt?

A. The shirt is white.

B. The shirt is yellow.

C. The shirt is green.

A1-A-R3 · A bag at Zoe's house

Hi Arun,
Your green bag is at my house. It is on the table in the kitchen. I am at home after five on Thursday. Please come at quarter past six. Can you bring my red book? I need it for my English class on Friday. The doorbell does not work, so please call me when you arrive. My brother is studying. Please be quiet.
Thanks,
Zoe

A1-A-R3-Q01. Where is Arun's bag?

A. It is on the kitchen table.

B. It is by the front door.

C. It is in Zoe's classroom.

A1-A-R3-Q02. What time does Zoe ask Arun to come? Write the time.

A1-A-R3-Q03. What does Zoe ask Arun to bring?

A. She asks him to bring a green bag.

B. She asks him to bring some food.

C. She asks him to bring a red book.

A1-A-R3-Q04. What should Arun do when he arrives? Write a short answer.

A1-A-R3-Q05. Why should Arun be quiet?

A. Zoe's brother is sleeping.

B. Zoe's brother is studying.

C. Zoe is teaching a class.

A1-A-R4 · River Ferry

RIVER FERRY - MONDAY TO FRIDAY
From Town Pier to Garden Pier
Boats leave Town Pier at 8:20 a.m., 10:20 a.m. and 12:20 p.m.
The journey takes fifteen minutes.
A single ticket is £3. Buy your ticket at the blue hut beside Town Pier.
You can take a bicycle for free.
Please be at the pier five minutes before your boat leaves.
There are no boats at the weekend.

A1-A-R4-Q01. Where does this ferry go?

A. It goes to the railway station.

B. It goes to Garden Pier.

C. It goes to the blue hut.

A1-A-R4-Q02. What time does the first boat leave Town Pier? Write the time.

A1-A-R4-Q03. How much is a single ticket?

A. A single ticket is £5.

B. A single ticket is £8.

C. A single ticket is £3.

A1-A-R4-Q04. Where do you buy a ticket? Write the place.

A1-A-R4-Q05. How long is the journey?

A. The journey takes fifteen minutes.

B. The journey takes five minutes.

C. The journey takes twenty minutes.

A1-A-L1 · A bag at the library

Audio a1-a-l1: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

Listen twice. Keep the transcript closed.

A1-A-L1-Q01. What colour is the visitor's bag?

A. The bag is green.

B. The bag is white.

C. The bag is black.

A1-A-L1-Q02. Where was the bag in the reading room? Write a short answer.

A1-A-L1-Q03. What is inside the bag?

A. A red cup is inside.

B. A red notebook is inside.

C. A green book is inside.

A1-A-L1-Q04. Where must the visitor collect the bag? Write the place.

A1-A-L1-Q05. Before what time must the visitor collect the bag? Write the time.

A1-A-L2 · A haircut for Noah

Audio a1-a-l2: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

Listen twice. Keep the transcript closed.

A1-A-L2-Q01. On which day is the appointment?

A. The appointment is on Thursday.

B. The appointment is on Wednesday.

C. The appointment is on Monday.

A1-A-L2-Q02. What time is the appointment? Write the time.

A1-A-L2-Q03. Who will cut Noah's hair?

A. Anna will cut his hair.

B. Emma will cut his hair.

C. Zoe will cut his hair.

A1-A-L2-Q04. What should Noah bring? Write a short answer.

A1-A-L2-Q05. How many minutes does the haircut take? Write the number.

A1-A-L3 · Flowers for a birthday

Audio a1-a-l3: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

Listen twice. Keep the transcript closed.

A1-A-L3-Q01. What colour flowers does the customer buy?

A. The customer buys yellow flowers.

B. The customer buys red flowers.

C. The customer buys white flowers.

A1-A-L3-Q02. How many flowers does the customer buy? Write the number.

A1-A-L3-Q03. How much do the chosen flowers cost? Write the price.

A1-A-L3-Q04. Which paper does the customer choose?

A. The customer chooses white paper.

B. The customer chooses red paper.

C. The customer chooses blue paper.

A1-A-L3-Q05. What time should the customer collect the flowers? Write the time.

A1-A-L4 · Meet a writer at the bookshop

Audio a1-a-l4: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

Listen twice. Keep the transcript closed.

A1-A-L4-Q01. On which day can visitors meet the writer?

A. They can meet the writer on Friday.

B. They can meet the writer on Thursday.

C. They can meet the writer on Saturday.

A1-A-L4-Q02. What time does the event start? Write the time.

A1-A-L4-Q03. Where is the event?

A. It is in the café.

B. It is in the upstairs room.

C. It is in the room beside the café.

A1-A-L4-Q04. What should visitors bring? Write a short answer.

A1-A-L4-Q05. Where can visitors get a ticket? Write the place.

A1-A-W1 · Join a photo walk

Complete the five fields for this person. Use the card: Rina Cole lives in Pineford. Her email is rina.cole@example.com. She wants the Saturday morning photo walk. Use these details, not your own.

• Read the card.

• Fill in all five fields without the model.

• Check each detail.

Field	Your information
First name	
Family name	
Town	
Email address	
Session	

• The first and family names are in the correct fields.

• The town is correct.

• The email has all its letters and symbols.

• The session gives both the day and part of the day.

Review: Check the email one character at a time. Then check the session.

Revised message or checked information

What I changed, or why no change was needed

A1-A-W2 · Invite June to study

Write a message to your friend June. Invite her to study next Tuesday at 4:50 p.m. at the city library. Ask her to bring a notebook. Ask if she can come. Write about 25-45 words. Shorter or longer is OK if your message is clear.

• Write without the model.

• Check the day, time, place and request.

• Read your message again.

First draft

• June knows why you are writing.

• The day, time and place are clear.

• You ask June to bring a notebook.

• You ask if June can come.

Review: Make your question clear. Check that June can find the right place and time.

Revised message or checked information

What I changed, or why no change was needed

A1-A-S1 · My home and a person I know

Tell the listener about your home and one person you know. Say where you live, describe one room, and give two facts about the person. Then answer the listener's questions. You may invent details.

Your card: Your topics: your town; a house or flat; one room; one person; two facts about that person. Use real or invented details. Do not read a model.

• Make a few word notes. Do not write a full script.

• Speak for about one minute. Short pauses are OK.

• Listen and answer two questions.

Give your partner the separate card with this task ID at the back of the workbook. Keep the partner facts private until you finish.

Solo rehearsal: Solo rehearsal only. First describe your home and a person. Pause the recording and answer: What is near your home? When do you see this person? This rehearsal does not show live interaction.

A solo attempt prepares you; it does not show two-way interaction.

• The listener knows where you live.

• You give a clear detail about one room.

• You identify a person and give two facts.

• You answer two follow-up questions.

Listener: facts understood, help used and one next step

A1-A-S2 · Choose a cooking lesson

You want a cooking lesson. Ask the course worker for the information you need. Choose a lesson you can attend and pay for. Check what to bring and where to go.

Your card: Customer. You can come on Wednesday after 5 p.m., or on Saturday before noon. You can pay up to £8. You want one lesson. Find the day, time, price, room and what to bring. The worker has the lesson list.

• Read only your card.

• Ask questions and choose a lesson.

• Check the details before you finish.

Give your partner the separate card with this task ID at the back of the workbook. Keep the partner facts private until you finish.

Solo rehearsal: Solo rehearsal only. Record questions you would ask a course worker about available lessons, price, room and what to bring. Then invent a reply and practise checking it. No partner means that live interaction is not observed.

A solo attempt prepares you; it does not show two-way interaction.

• You ask for the lesson information.

• Your choice fits your time and money.

• You check the room and what to bring.

• You correct the worker's wrong detail.

Listener: facts understood, help used and one next step

Separate skill record

Reading	Listening	Writing / speaking / interaction
___ /20	___ /20	Use the separate rubric profiles.

Keep first answers and help used. Ask a reader/listener to explain each rating. If there is no real partner, record interaction not observed. Do not convert this page into an A1 certificate.

A1 outcome check B

• Read or listen first.

• Answer every question you can.

• Write only the requested name, number, time or short phrase in English; do not write a full sentence for a short-answer item.

• Keep the answers and models closed.

• Ask for help if you need it.

• Write down the help you use.

Làm bài trước khi mở đáp án, bản chép lời hoặc bài mẫu. Có thể xin hỗ trợ; hãy ghi rõ hỗ trợ đã dùng. Phần tương tác nói cần một người cùng làm thật.

Suggested time: reading 25 min; listening 20; writing 25; speaking 10. Record your help. A supported attempt is useful practice.

Date / fresh attempt or practice / extra plays / help used

A1-B-R1 · Leon and the hotel garden

Leon is thirty-two. He lives with his son on Oak Street. He works in the garden at the Grand Hotel. He goes to work by bus and starts at half past seven in the morning. At lunchtime, he eats with his friend Ami in a small café behind the hotel. On Sundays, Leon takes his son swimming. They both like the water, but Leon does not like cold weather.

A1-B-R1-Q01. Where does Leon work?

A. He works in a café kitchen.

B. He works at a swimming pool.

C. He works in a hotel garden.

A1-B-R1-Q02. What time does Leon start work? Write the time.

A1-B-R1-Q03. How does Leon go to work?

A. He walks.

B. He goes by bus.

C. He goes by bicycle.

A1-B-R1-Q04. Who eats lunch with Leon? Write a short answer.

A1-B-R1-Q05. What does Leon do with his son on Sundays?

A. They go swimming.

B. They work in the garden.

C. They play football.

A1-B-R2 · Cedar Town Museum

CEDAR TOWN MUSEUM
Open Tuesday to Saturday, 10 a.m. to 4 p.m.
An adult ticket is £6. Children can come in for free.
Do you like drawing? Bring a pencil. Paper is on the small table in the main room.
Leave large bags at the front desk.
You can take photos in the main room, but not in the small blue room.
Please walk slowly and speak quietly.

A1-B-R2-Q01. What time does the museum open? Write the time.

A1-B-R2-Q02. How much is an adult ticket?

A. An adult ticket is £9.

B. An adult ticket is £6.

C. An adult ticket is free.

A1-B-R2-Q03. What should visitors bring if they want to draw?

A. They should bring paper.

B. They should bring a table.

C. They should bring a pencil.

A1-B-R2-Q04. Where must visitors leave large bags? Write the place.

A1-B-R2-Q05. Where are photos not allowed?

A. Photos are not allowed in the small blue room.

B. Photos are not allowed in the main room.

C. Photos are not allowed at the front desk.

A1-B-R3 · A picnic with Ben

Hi Ruth,
We have a picnic on Sunday. Please come at two forty-five in the afternoon. We meet in West Park, by the large tree. I have bread and cheese. Please bring apple juice. Max has some cups. You can come on bus seven; the stop is next to the park. Please call me if it rains. We can eat at my flat instead.
Thanks,
Ben

A1-B-R3-Q01. On which day is the picnic?

A. The picnic is on Saturday.

B. The picnic is on Monday.

C. The picnic is on Sunday.

A1-B-R3-Q02. What time should Ruth come? Write the time.

A1-B-R3-Q03. Where do the friends plan to meet?

A. They plan to meet by the large tree in West Park.

B. They plan to meet at the bus stop.

C. They plan to meet at Max's flat.

A1-B-R3-Q04. Who has the cups? Write the name.

A1-B-R3-Q05. What does Ben ask Ruth to bring?

A. He asks her to bring bread.

B. He asks her to bring apple juice.

C. He asks her to bring cheese.

A1-B-R4 · Park bus

PARK BUS - SATURDAY AND SUNDAY
Route: Station Lake Hill Garden
Buses leave the station at 9:40 a.m., 11:40 a.m. and 1:40 p.m.
The journey to Hill Garden takes twenty-five minutes.
An adult return ticket is £5. Buy your ticket from the driver.
Children travel for free.
The last bus back leaves Hill Garden at 4:20 p.m.
Dogs can travel, but they must stay on the floor.

A1-B-R4-Q01. Where does this bus go after the lake?

A. It goes to a museum.

B. It goes to the town hall.

C. It goes to Hill Garden.

A1-B-R4-Q02. What time does the last bus leave the station for Hill Garden? Write the time.

A1-B-R4-Q03. Who sells the bus tickets?

A. The gardener sells the tickets.

B. The driver sells the tickets.

C. The café worker sells the tickets.

A1-B-R4-Q04. How many minutes is the journey to Hill Garden? Write the number.

A1-B-R4-Q05. How much is an adult return ticket?

A. An adult return ticket is £5.

B. An adult return ticket is £6.

C. An adult return ticket is £9.

A1-B-L1 · A call from the sports centre

Audio a1-b-l1: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

Listen twice. Keep the transcript closed.

A1-B-L1-Q01. What does the sports centre have?

A. It has the owner's bag.

B. It has the owner's jacket.

C. It has the owner's umbrella.

A1-B-L1-Q02. What colour is the jacket? Write one word.

A1-B-L1-Q03. What is in the pocket? Write a short answer.

A1-B-L1-Q04. Where should the brother collect the jacket?

A. He should collect it from reception.

B. He should collect it from the gym door.

C. He should collect it from the office.

A1-B-L1-Q05. Before what time should the brother arrive? Write the time.

A1-B-L2 · A new dentist appointment

Audio a1-b-l2: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

Listen twice. Keep the transcript closed.

A1-B-L2-Q01. On which day is the new appointment?

A. The new appointment is on Tuesday.

B. The new appointment is on Thursday.

C. The new appointment is on Friday.

A1-B-L2-Q02. What time is the new appointment? Write the time.

A1-B-L2-Q03. Where is the new clinic?

A. It is at 4 Market Street.

B. It is at 14 Market Street.

C. It is at 40 Market Street.

A1-B-L2-Q04. What should the patient bring? Write a short answer.

A1-B-L2-Q05. How many minutes early should the patient come? Write the number.

A1-B-L3 · Fruit from the market

Audio a1-b-l3: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

Listen twice. Keep the transcript closed.

A1-B-L3-Q01. What fruit does the customer buy?

A. The customer buys apples.

B. The customer buys pears.

C. The customer buys bananas.

A1-B-L3-Q02. How many kilos does the customer buy? Write the number.

A1-B-L3-Q03. How much does the fruit cost in total? Write the price.

A1-B-L3-Q04. Which bag does the customer ask for?

A. The customer asks for a plastic bag.

B. The customer asks for a cloth bag.

C. The customer asks for a paper bag.

A1-B-L3-Q05. What time will the customer collect the fruit? Write the time.

A1-B-L4 · A bird walk in the garden

Audio a1-b-l4: Open the recording

Synthetic learning audio. Use the website or the matching MP3 in the offline pack.

Listen twice. Keep the transcript closed.

A1-B-L4-Q01. On which day is the bird walk?

A. The bird walk is on Saturday.

B. The bird walk is on Sunday.

C. The bird walk is on Tuesday.

A1-B-L4-Q02. What time does the walk start? Write the time.

A1-B-L4-Q03. Where should visitors meet?

A. They should meet at the garden café.

B. They should meet at the gate near the car park.

C. They should meet at the red gate.

A1-B-L4-Q04. What should visitors bring? Write a short answer.

A1-B-L4-Q05. Where can visitors get a ticket? Write the place.

A1-B-W1 · Get a bicycle

Complete the five fields for this person. Use the card: Owen Dale lives in Mapleton. His email is owen.dale@example.com. He will collect a bicycle on Thursday afternoon. Use these details, not your own.

• Read the card.

• Fill in all five fields without the model.

• Check each detail.

Field	Your information
First name	
Family name	
Town	
Email address	
Collection time	

• The names are in the correct fields.

• The town matches the card.

• The email has all its letters and symbols.

• The collection time includes the day and part of the day.

Review: Compare the email and collection time with the card. Repair any missing detail.

Revised message or checked information

What I changed, or why no change was needed

A1-B-W2 · Tell Sam you are late

You will be late to meet your friend Sam. Write a message. Say you are on the bus. Say you can arrive at 11:10 a.m. Ask Sam to wait at the park gate. Say sorry. Write about 25-45 words. Shorter or longer is OK if your message is clear.

• Write without the model.

• Check the new time and meeting place.

• Read your message again.

First draft

• Sam knows you are on the bus and will be late.

• The arrival time is clear.

• You ask Sam to wait at the park gate.

• You say sorry.

Review: Check that Sam knows the time and where to wait. Make your request polite.

Revised message or checked information

What I changed, or why no change was needed

A1-B-S1 · A person and a place

Talk about one person you know and a place where you see them. Say who the person is, give two facts about them, and describe the place. Then answer the listener's questions. You may invent details.

Your card: Your topics: a person; how you know them; two facts about them; a place where you meet; one detail about that place. Use real or invented details. Do not read a model.

• Make a few word notes. Do not write a full script.

• Speak for about one minute. Short pauses are OK.

• Listen and answer two questions.

Give your partner the separate card with this task ID at the back of the workbook. Keep the partner facts private until you finish.

Solo rehearsal: Solo rehearsal only. First describe a person and a place. Pause and answer: When do you meet this person? What do you do there together? This rehearsal does not show live interaction.

A solo attempt prepares you; it does not show two-way interaction.

• The listener knows who the person is.

• You give two facts about the person.

• You name or describe a meeting place.

• You answer two follow-up questions.

Listener: facts understood, help used and one next step

A1-B-S2 · Choose a painting class

You want a painting class. Ask the class worker for the information you need. Choose a class you can attend and pay for. Check the room and what to bring.

Your card: Customer. You can come on Friday before noon, or on Sunday after 2 p.m. You can pay up to £11. You want one class. Find the day, time, price, room and what to bring. The worker has the class list.

• Read only your card.

• Ask questions and choose a class.

• Check the details before you finish.

Give your partner the separate card with this task ID at the back of the workbook. Keep the partner facts private until you finish.

Solo rehearsal: Solo rehearsal only. Record questions about available painting classes, price, room and what to bring. Invent a reply and practise checking it. Without a live partner, interaction is not observed.

A solo attempt prepares you; it does not show two-way interaction.

• You ask about the available classes.

• You choose a class within your time and budget.

• You find the room and what to bring.

• You correct the worker's wrong price.

Listener: facts understood, help used and one next step

Separate skill record

Reading	Listening	Writing / speaking / interaction
___ /20	___ /20	Use the separate rubric profiles.

Keep first answers and help used. Ask a reader/listener to explain each rating. If there is no real partner, record interaction not observed. Do not convert this page into an A1 certificate.

Feedback, evidence and next steps

Ask your partner: What did you understand? What was unclear? Choose one missing fact and one language point to improve. Do the task again with different facts. A friend can check fixed facts; ask a capable English speaker or teacher about uncertain language. Solo recordings are useful rehearsal. A real two-way exchange needs another person.

Use check A after the course. Keep the reading /20 and listening /20 scores separate. Ask a capable listener and reader to use the speaking, interaction and writing rubrics. If no partner is available, write "interaction not observed". Repair weak areas, then use check B. These practice checks show which skills need more work. They do not award an A1 certificate.

Speaking Production

Task information

Mức độ truyền đạt các thông tin mà nhiệm vụ yêu cầu.

Level	Observed evidence
0	An attempt is made, but no relevant personal or place information can be identified.
1	One or two relevant facts can be identified, but several required facts are missing or need the listener to supply them.
2	Most required information is conveyed; one detail may be missing or need a neutral follow-up. Short phrases and pauses are acceptable.
3	All essential task information is conveyed and relevant follow-ups receive meaningful answers under the agreed slow, supportive conditions. Extra length is not needed.

Comprehensibility

Người nghe hiểu được ý chính; không yêu cầu giọng bản ngữ.

Level	Observed evidence
0	After reasonable slow repetition, the listener cannot identify the intended relevant message.
1	The listener recognises some words but repeatedly cannot connect them to the intended facts, even after clarification.
2	The listener understands most key facts; occasional repetition or checking is needed. Accent, pauses and basic pronunciation errors may remain.
3	The listener understands the essential facts throughout with at most occasional checking. The learner may pause, restart or retain a strong accent.

Usable simple language

Từ và mẫu câu đơn giản đủ để nói điều cần nói.

Level	Observed evidence
0	No usable English word or phrase relevant to the task is produced in the observed attempt.

Level	Observed evidence
1	A few isolated words or a fixed line are available, but the learner cannot express most of the needed facts.
2	Familiar words and simple patterns express most facts. Basic errors, omissions and searching occur without usually hiding the main meaning.
3	Simple words, phrases and sentence patterns express the required facts and meaningful follow-up answers. Occasional errors are acceptable; complex grammar is not required.

Spoken Interaction

Information exchange and task result

Hỏi được thông tin còn thiếu và thống nhất lựa chọn phù hợp.

Level	Observed evidence
0	A live attempt occurs, but no relevant information is exchanged and no choice can be identified.
1	A few facts are exchanged, but the choice breaks a time or money limit, or several essential booking details remain unknown.
2	The learner reaches a suitable choice and obtains most required details, with an occasional neutral prompt or repeated information.
3	The learner obtains and confirms the required details and reaches a choice that meets both stated limits. Slow speech, pauses and repetition are acceptable.

Initiating and responding

Chủ động hỏi và trả lời theo điều người đối thoại vừa nói.

Level	Observed evidence
0	No relevant question or response is produced during the live attempt.
1	The learner mainly echoes words or says yes/no without obtaining the missing information; the partner must lead nearly every step.
2	The learner asks some relevant questions and gives relevant responses. The partner may need an occasional neutral prompt to continue.
3	The learner initiates the needed questions and responds relevantly to the partner's information. Turns can be short, slow and formulaic.

Checking and repair

Kiểm tra, xin nhắc lại hoặc sửa một chi tiết bị hiểu sai.

Level	Observed evidence
0	When the planned wrong confirmation is given, the learner accepts it or cannot signal the mismatch.
1	The learner signals difficulty or disagreement, but the correct detail remains unclear unless the partner supplies it.

Level	Observed evidence
2	The learner corrects the wrong detail or asks for clarification and then confirms it; extra slow repetition may be needed.
3	The learner clearly repairs the wrong confirmation and establishes the correct shared detail, using any understandable simple words or phrases.

Understandable turns

Các lượt nói đủ rõ để người nghe tiếp tục trao đổi.

Level	Observed evidence
0	The partner cannot identify the intended relevant questions or answers after reasonable repetition.
1	Frequent unclear wording or pronunciation prevents several essential turns from being understood.
2	Most essential turns are understood with occasional clarification. Pauses, fragments and basic grammatical errors are acceptable.
3	The partner understands the essential turns under the agreed slow, supportive conditions. Complete sentences, native pronunciation and grammatical perfection are not required.

Writing

Required information and purpose

Đủ thông tin cần thiết cho người nhận và đúng mục đích.

Level	Observed evidence
0	An attempt is present, but it does not convey relevant information for this recipient and purpose.
1	Some required information is present, but important details are missing or wrong and the recipient cannot carry out the intended action.
2	The purpose and most required details are present. A minor omission may remain, but the main intended action is clear.
3	The message communicates all essential required details and the intended invitation, request or update. It need not contain extra information.

Understandable meaning

Người nhận hiểu được thông điệp mà không cần xem bài mẫu.

Level	Observed evidence
0	The intended message cannot be recovered from the written attempt.
1	Individual words are understandable, but the reader must guess several key relationships or actions.
2	The reader understands the main message; one part may require rereading. Simple separate sentences and phrases are acceptable.
3	The reader can understand the intended message and required actions throughout. Brief wording and minor errors are acceptable.

Usable simple language

Từ và cấu trúc đơn giản đủ để diễn đạt ý.

Level	Observed evidence
0	No usable relevant English phrase is produced.
1	A list of words or copied prompt fragments conveys little of the message; several needed relationships cannot be expressed.
2	Familiar words and some simple patterns convey the message, despite repeated basic errors or omissions.
3	Simple words and patterns express the required information and requests. Occasional basic errors are allowed; complex sentences are unnecessary.

Readable writing and critical details

Chữ viết, từ và chi tiết như giờ, ngày, địa điểm đọc được và không gây nhầm.

Level	Observed evidence
0	The written attempt is unreadable or no relevant words or critical details can be identified.
1	Several words or critical details are unclear, missing or misleading, so the reader cannot reliably use the message.
2	Most words and critical details are readable. Some spelling, capitalisation or punctuation errors remain, but most intended information can be used.
3	Critical details are accurate and readable, and the text is easy to follow. Minor spelling or punctuation errors that do not mislead the reader are acceptable.

Your portfolio

Keep	Record
Study	Unit, date, tasks done, questions to review
Listening / reading	First result, extra plays, help, evidence in the text
Speaking	Your recording or notes; partner facts understood; help used
Writing	First draft, feedback, revision and reason
Next attempt	One target, new facts, date and check result

A profile, not an automatic certificate

How to record results

Report Reading /20 and Listening /20 separately with their support conditions.

Report the W1 field count /5 separately from the W2 writing rubric.

Report every production, interaction and message-writing criterion separately; add one supporting example per judgement.

Do not turn a total percentage, completion badge or number of hours into an A1 award.

Do not automatically grade speech or writing. A recording, submitted message or checked box shows submission, not quality.

Automatic short-answer matching is provisional. Give a human review route for valid unlisted variants.

If there is no actual partner, print Interaction not observed. Do not insert zero as if a live interaction had been assessed.

Label ratings as self, partner or teacher. Keep first-attempt work, feedback and revised work distinguishable.

Complete your skill record

Date and form: ____; mode declared before starting: ____.

Reading: ____ /20; support/extra time: ____.

Listening: ____ /20; plays for L1/L2/L3/L4: ____ / ____ / ____ / ____; other help: ____.

Form fields: ____ /5; inaccurate or unclear fields: ____.

Message profile: information ____; meaning ____; usable language ____; readable details ____.

Production profile: information ____; comprehensibility ____; usable language ____.

Interaction profile: exchange ____; initiating/responding ____; repair ____; understandable turns ____.

Live partner and observation date: ____; or Interaction not observed.

Evidence: first message ____; revised message ____; S1 recording ____; S2 recording/listener notes ____.

Self judgement ____; partner judgement ____; teacher judgement ____.

Next target ____; repair task ____; retest form/date ____; reason for learning decision ____.

Attendance/completion, recorded separately: ____.

Choose the next learning step

Evidence incomplete

A required section has not been attempted, a first-attempt product is unavailable, no live interaction has occurred, or conditions are unknown.

Collect the missing evidence. Continue useful learning, but do not report a complete skills profile.

An absent skill cannot be inferred from good scores in another skill.

Practise a specific gap

The reviewed evidence shows an essential information problem, such as repeatedly wrong times/prices, an unusable message, an unsuitable booking, or an observed productive criterion at 0 or 1.

Name the exact gap, practise with new details and retest it. Keep successful skills visible.

A task-level problem calls for focused practice, not an unsupported judgement about the learner's whole level.

Try the next stage with review

A reviewer has observed all required areas, the essential message/form/booking information is usable, productive criteria are generally at least 2 under recorded conditions, and the reviewer documents that reception errors do not show a persistent gap in the sampled everyday functions.

Begin the next learning stage while reviewing the named weak points. Keep the evidence and obtain outside assessment if a formal level is needed.

This is a local learning decision. No validated reading/listening cut score or conversion to a CEFR level has been established.

When independent A1 evidence is needed, ask the receiving institution which assessment it recognises. Use a qualified assessor or suitable external examination covering the required skills. These course results can inform that

discussion but do not replace the requested evidence.

Here is what you showed in each skill, the help you used, and your next practice target. This course check does not issue a CEFR certificate.

Private partner cards

For the partner only. Print or share one page with the task ID. Keep it out of the learner's view until the conversation is finished. Speak slowly and repeat when asked. Do not give the learner the answer.

P01-S1 · Partner only

Get your class details

ROLE B - class staff. The evening English class is on Monday at 6:30 p.m. in room 8. You do not know the learner's name or email. Ask for both; ask the learner to spell the family name. Give class details when asked. Speak slowly and repeat on request.

- I gave a name and an email address.
- I spelled the family name clearly.
- I asked for the day, time and room instead of reading them from my card.
- I said a detail back and listened to the reply.

What the learner communicated / what was unclear / repetition or other help / next step

P01-S2 · Partner only

Check a partner’s email

ROLE B - helper. Your contact note says Leo West, leo.westt@example.com. Do not show it. Read the name and spell the part before @: L, E, O, dot, W, E, S, T, T. Ask “Is that correct?” Change the note when the learner tells you.

- I checked the first name and family name.
- I identified and corrected any difference from the email on my own card.
- I gave the correct spelling without changing other letters.
- I asked or listened to a final check.

What the learner communicated / what was unclear / repetition or other help / next step

P02-S1 · Partner only

Complete a family display

ROLE B - display helper. Ada is a mechanic; her bag is green. Milo is a teacher; his cup is white. You do not know how Ada and Milo are related to Kira. Ask “Who is Ada?” and “Who is Milo?” Give the job and object details when asked.

- I shared the two family relationships.
- I asked for both jobs.
- I checked the bag and cup colours.
- I used he/his or she/her clearly in the profiles.

What the learner communicated / what was unclear / repetition or other help / next step

P02-S2 · Partner only

Introduce someone and answer

ROLE B - new member. Listen to the introduction. Ask “What colour is his hat?” and “Is his notebook blue?” You also have an invented sister, May, who is a nurse. Give this information if Role A asks about your family.

- I gave Noel’s name, relationship and job.
- I said the hat is black.
- I corrected blue to yellow for the notebook.
- I answered the listener and asked a question back.

What the learner communicated / what was unclear / repetition or other help / next step

P03-S1 · Partner only

Choose a bus for your day

ROLE B - travel helper. Both buses go from Town Station to Lake Centre. Bus 2 leaves at 8:20 and arrives at 8:45. Bus 7 leaves at 8:40 and arrives at 9:05. Ask the learner for the destination and required arrival time. Give times when asked.

- I gave the destination and the latest arrival time.
- I asked about both departure and arrival.
- I chose a bus that arrives by the latest time on my own card.
- I confirmed the selected bus and times.

What the learner communicated / what was unclear / repetition or other help / next step

P03-S2 · Partner only

Tell a short routine

ROLE B - listener. Listen without seeing Role A's card. Ask "What time do you leave home?" and "Do you go by train?" Repeat one fact to check it.

- I gave four activities in a clear order.
- I included the bicycle journey.
- I used at with the clock times.
- I answered and corrected the train question.

What the learner communicated / what was unclear / repetition or other help / next step

P04-S1 · Partner only

Find one time together

ROLE B - learner. You are busy Monday at 4:00 and Tuesday at 10:00. You are free Wednesday at 5:00. The learning centre has room 6 for your meeting. Do not show your calendar. Ask Role A which times work and give room 6 after you agree.

- I asked about availability instead of assuming it.
- I checked which suggested times worked for both of us.
- I agreed one time when both of us were free.
- I asked for and confirmed the room as well as the day and time.

What the learner communicated / what was unclear / repetition or other help / next step

P04-S2 · Partner only

Move a meeting politely

ROLE B - friend. You know the old plan is Friday at 11:00 at North Café. You are free Friday at 1:00. Listen to the request, ask “At the same café?” and confirm the new plan.

- I made it clear that the 11:00 meeting changed.
- I gave the short reason: work until 12:00.
- I asked about 1:00 instead of announcing it without a reply.
- I confirmed Friday, 1:00 and North Café.

What the learner communicated / what was unclear / repetition or other help / next step

P05-S1 · Partner only

Put a visitor’s things away

ROLE B - host. You do not know which objects the visitor has. Ask “What do you have?” Wet coats go on the hook outside the bathroom. Backpacks go under the hall bench. Bicycle helmets go on the top shelf beside the front door. Give only the relevant place when asked.

- I named all three objects.
- I asked for the place of each object.
- I matched each object with the place I heard.
- I checked the final places with the host.

What the learner communicated / what was unclear / repetition or other help / next step

P05-S2 · Partner only

Describe a study corner

ROLE B - listener. Do not read the room card. Ask “Are there two desks?” and “Is the plant on the desk?” After the answers, say where the plant is to check your understanding.

- I said one desk and two chairs.
- I placed the lamp on the desk.
- I placed the plant on the floor beside the desk.
- I answered both checking questions with clear corrections.

What the learner communicated / what was unclear / repetition or other help / next step

P06-S1 · Partner only

Choose lunch within a budget

ROLE B - server. Today’s hot menu: vegetable soup with bread £5; chicken and rice £7. Drinks: water £1; tea £2. Vegetable soup has no meat or fish. Ask what the customer wants and give ingredients and prices when asked. Check the order and say the correct total.

- I told the server my food preference and budget.
- I asked about the meal and drink before choosing.
- I chose a meal and drink that fit my preferences and budget.
- I checked the total from the prices I heard and listened to confirmation.

What the learner communicated / what was unclear / repetition or other help / next step

P06-S2 · Partner only

Correct a drink order

ROLE B - server. Your note says two coffees without sugar and one fruit bowl. Read the note aloud and ask “Is that right?” Do not show it. Listen to the correction and read back the corrected order.

- I compared the server’s spoken order with the order on my card.
- I corrected it to tea politely.
- I kept two drinks and one fruit bowl.
- I confirmed that the teas have no sugar.

What the learner communicated / what was unclear / repetition or other help / next step

P07-S1 · Partner only

Choose a coat

You are the assistant. Blue coats: medium, £28. Black coats: medium, £36. Red coats: small, £21. Ask the customer for the size. Give colours and prices when asked. After the choice, ask: Cash or card? Repeat the final item, size and price.

- I asked for medium.
- I obtained the colours and prices from my partner.
- I chose a coat costing no more than £30.
- My partner understood my item, size and payment method.

What the learner communicated / what was unclear / repetition or other help / next step

P07-S2 · Partner only

Help a friend find you

You are the friend. Listen without seeing the learner card. Note the place, weather and two clothing details. Ask: Do you have an umbrella? Tell the speaker which facts you heard.

- The listener identified the north door of the museum.
- I gave the weather and two clothing details.
- I answered the umbrella question.
- The listener understood my words; a different accent is fine.

What the learner communicated / what was unclear / repetition or other help / next step

P08-S1 · Partner only

Find a club for me

You work at the club. Art: Saturday 9:00-10:00, room 2, £3. Football: Saturday 11:00-12:00, park, £4. Music: Wednesday 17:00-18:00, room 4, free. Ask what the visitor likes and when they are free. Give the requested facts. Ask the visitor to confirm the chosen day and room.

- I gave my interest and free time.
- I asked my partner for the timetable and cost.
- My chosen activity fits my time and £5 budget.
- I confirmed the day and room.

What the learner communicated / what was unclear / repetition or other help / next step

P08-S2 · Partner only

Introduce a new group member

You help welcome Eli. Do not read the learner card. Listen for an interest, an ability, a difficulty and a free time. Ask: Does Eli have a camera? Read your four notes back to check them.

- I gave an interest and an ability as different facts.
- The listener understood the activity Eli cannot do.
- I gave Sunday afternoons as the free time.
- I answered the camera question.

What the learner communicated / what was unclear / repetition or other help / next step

P09-S1 · Partner only

Ask for help at the hall

You are the organiser, inside the kitchen. You can open the door. Cups go on the round table beside the window. The long table is for food. Ask what help the person needs. Give the table information only after the learner asks. Then ask: Are the cups empty?

- I gave my location and the action I am doing.
- I asked for the door to be opened.
- I obtained and repeated the correct table location.
- I answered the question about the cups.

What the learner communicated / what was unclear / repetition or other help / next step

P09-S2 · Partner only

A short update from a café

You are the friend. Listen without seeing the learner card. Note each person and action. Respond to the pen request: Yes, you can use my pen. Ask: What is your lunch? Repeat one fact to check you understood.

- I identified Garden Café.
- The listener matched each person with the right action.
- I made a clear pen request.
- I answered the lunch question.

What the learner communicated / what was unclear / repetition or other help / next step

P10-S1 · Partner only

Get to the museum on time

You sell tickets. Bus A leaves 9:10 and arrives 9:35. Bus B leaves 9:40 and arrives 10:05. Both leave from stop F. One adult return is £3. One single is £2. Ask how many people and whether they need returns. Give details when asked. Confirm the chosen bus and total.

- I requested two adult returns.
- I chose a bus arriving before ten.
- I obtained the £6 total and stop F from the seller.
- I repeated the departure time, total and stop correctly.

What the learner communicated / what was unclear / repetition or other help / next step

P10-S2 · Partner only

Help a visitor reach the pool

You are at the west door of Elm Hotel. Ask how to get to the pool. Do not read the route card. Write the starting direction and steps. Ask: Do I cross the bridge? Then ask what time the pool closes. Repeat the route to check it.

- I gave the west door and the direction to face.
- I said not to cross the bridge.
- I gave Field Road and the pool's right-hand position.
- I answered the closing-time question.

What the learner communicated / what was unclear / repetition or other help / next step

P11-S1 · Partner only

Arrive and ask

You are the host. Niko Elm has a booking for two adults, Wednesday to Friday, two nights. Room 14. Price: £60 per night for the room, £120 total. Breakfast is included, 7:30-9:00. Give details when asked. Ask: Do you need one key or two?

- I gave the name and two-night stay.
- I obtained room 14 and breakfast 7:30-9:00.
- I checked the £120 total for the stay.
- I answered the key question.

What the learner communicated / what was unclear / repetition or other help / next step

P11-S2 · Partner only

Say hello from a new place

You are the friend. Listen for the hotel, weather and current activity without seeing the card. Ask: Is there a café near the hotel? Repeat the three facts you heard. Do not require the optional yesterday sentence.

- I named Seabird Hotel.
- I gave the sunny weather and current activity.
- I answered the café question.
- The listener understood today's message; a yesterday sentence was optional.

What the learner communicated / what was unclear / repetition or other help / next step

P12-S1 · Partner only

Choose an activity and offer help

You are the event helper. Art: 10:00-10:45, room 1, £2 each. Stories: 11:00-11:30, room 3, free. Lunch: 12:00, garden, £4 each. Explain choices when asked. If the visitor offers help, ask: Can you carry chairs at 11:40? Confirm the final plan.

- I obtained programme information from my partner.
- I chose the free stories session within my available time.
- I offered help and answered the 11:40 question.
- I confirmed room 3, the story time and the help time.

What the learner communicated / what was unclear / repetition or other help / next step

P12-S2 · Partner only

Pass on a changed plan

You are the friend. Your old note says: craft activity, Sunday at 2:00, room 4, £2. Listen to the new message without seeing the card. Repeat the current time, room and cost. Ask: Do I need to bring anything?

- I gave Sunday at 2:30.
- I gave room 6 and free entry.
- I checked the listener’s repeated facts and corrected any old detail.
- I answered the water question.

What the learner communicated / what was unclear / repetition or other help / next step

A1-A-S1 · Partner only

My home and a person I know

Examiner only. Listen first. Then ask two relevant questions that the learner has not already answered: What is near your home? What do you do in that room? When do you see this person? What does this person like? Ask one question at a time. Speak slowly. You may repeat or simplify a question, but do not give an answer for the learner.

- The listener knows where you live.
- You give a clear detail about one room.
- You identify a person and give two facts.
- You answer two follow-up questions.

What the learner communicated / what was unclear / repetition or other help / next step

A1-A-S2 · Partner only

Choose a cooking lesson

Course worker - keep private. Offer information when asked: Wednesday 5:40 p.m., £12; Saturday 10:30 a.m., £7; Saturday 1:30 p.m., £7. All lessons are in Room 6. Each learner brings a bowl. Only Saturday 10:30 a.m. meets this customer's time and price limits. Do not choose for the customer. After the customer chooses, repeat the chosen time but deliberately use one wrong day: Sunday for a Saturday choice, or Thursday for a Wednesday choice. For the intended choice, say: So, Sunday at half past ten? Give the learner time to correct you. Then confirm the actual selected details. Speak slowly and repeat/rephrase if asked; do not supply the learner's sentences.

- You ask for the lesson information.
- Your choice fits your time and money.
- You check the room and what to bring.
- You correct the worker's wrong detail.

What the learner communicated / what was unclear / repetition or other help / next step

A1-B-S1 · Partner only

A person and a place

Examiner only. Listen first. Ask two relevant questions that the learner has not already answered: When do you meet this person? How do you get to that place? What do you do there together? Is this place near your home? Ask one question at a time. Speak slowly. You may repeat or simplify a question, but do not supply the learner's answer.

- The listener knows who the person is.
- You give two facts about the person.
- You name or describe a meeting place.
- You answer two follow-up questions.

What the learner communicated / what was unclear / repetition or other help / next step

A1-B-S2 · Partner only

Choose a painting class

Class worker - keep private. Give information when asked: Friday 11:30 a.m., £13; Sunday 3:20 p.m., £9; Sunday 1:20 p.m., £9. All classes are in Room 14. Each learner brings an old shirt. Only Sunday 3:20 p.m. meets this customer's time and price limits. Do not choose for the customer. After the learner chooses, check once with one wrong price: say thirteen pounds for a Sunday class, or nine pounds for the Friday class. Give the learner time to correct you. Then confirm the actual price of the selected class. Speak slowly and repeat/rephrase if asked; do not supply the learner's sentences.

- You ask about the available classes.
- You choose a class within your time and budget.
- You find the room and what to bring.
- You correct the worker's wrong price.

What the learner communicated / what was unclear / repetition or other help / next step

Sources and scope

Use this course to prepare for everyday communication at A1. Check your progress through new reading and listening tasks, your own writing and a real conversation. Course completion records your study; an independent assessment is needed to confirm your level.

The curriculum topics and study schedule are design choices. CEFR describes communicative performance; it does not prescribe this exact sequence or a fixed grammar list. Past be in Unit 11 is an optional extension, not a pass gate.

Council of Europe - CEFR Companion Volume (2020)

A1 communicative outcomes, interaction support, online exchange and mediation.

https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2020/16809ea0d4

Council of Europe - The CEFR framework

A common descriptive framework, not a compulsory grammar syllabus.

https://www.coe.int/en/web/common-european-framework-reference-languages/introduction-and-context

Council of Europe - Relating examinations to the CEFR

How assessments are related to CEFR levels using evidence.

https://www.coe.int/en/web/common-european-framework-reference-languages/relating-examinations-to-the-cefr

British Council - A1 Elementary

Accessible summary of basic everyday A1 communication.

https://learnenglish.britishcouncil.org/level/understand-your-level/a1-elementary

Cambridge English - Guided learning hours

Approximate cumulative guided hours, with learner-dependent variation. Do not equate self-study timings directly.

https://support.cambridgeenglish.org/hc/en-gb/articles/202838506-Guided-learning-hours

British Council - Listening lesson framework

Prepare, listen with a purpose, then use and review the message.

https://www.teachingenglish.org.uk/professional-development/teachers/planning-lessons-and-courses/framework-planning-listening-skills

British Council - Information gap activity

Different role information creates a reason to ask and clarify.

https://www.teachingenglish.org.uk/professional-development/teachers/teaching-knowledge-database/d-h/what-information-gap-activity

British Council - Process writing

Plan, draft, receive feedback, revise and edit for a reader.

https://www.teachingenglish.org.uk/professional-development/teachers/teaching-knowledge-database/n-p/process-writing

Reading texts, listening scripts and questions are original Gia Sư SV learning materials. The recordings use synthetic voices for listening practice. Keep your first attempts and revised work, and use the separate skill records to plan what to practise next.