GIA SƯ SV

# A1 ENGLISH

## Learn · Practise · Use

## ANSWERS & FEEDBACK

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.

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# 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.

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# 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.

**Receptionist:** Hello. Are you a new learner?

**An:** Yes, I am. My first name is An.

**Receptionist:** Please spell your first name.

**An:** A, N. My family name is Le.

**Receptionist:** Is your family name Li?

**An:** No. Le. L, E. Please write L, E.

**Receptionist:** Thank you. Your class is in room nine.

**An:** Please say it again, slowly.

**Receptionist:** Room nine. The teacher is Alex.

**An:** Room nine. Thank you. That is clear.

## 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

**Answer:** The learner’s first name is Linh.

**Why:** The text says “My first name is Linh”.

**VI help:** Bài viết: My first name is Linh.

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

A. Linh

B. Tran

C. Hue

**Answer:** Linh’s family name is Tran.

**Why:** Family name is the surname; the text gives Tran.

**VI help:** Family name là họ; bài ghi Tran.

**W03D1Q03.** Read. Where is Linh from?

A. Hue

B. Hanoi

C. Da Nang

**Answer:** Linh is from Hue.

**Why:** The evidence is “I am from Hue”.

**VI help:** Bằng chứng: I am from Hue.

**W03D1Q04.** Read. What is the classroom number?

A. nine

B. two

C. six

**Answer:** The classroom is room six.

**Why:** The reading says “The room number is six”.

**VI help:** Bài đọc ghi The room number is six.

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

A. Sunday

B. Monday

C. Friday

**Answer:** Linh’s class is on Monday.

**Why:** The text says “My class is on Monday”.

**VI help:** Thông tin nằm ở câu My class is on Monday.

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

A. Please say it again.

B. Good night.

C. My pen is blue.

**Answer:** Linh says, “Please say it again.”

**Why:** The final sentence gives the request for repetition.

**VI help:** Câu cuối nêu cách xin nhắc lại.

## 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.

**Example:** Hello. I am Linh Tran. My first name is Linh. My family name is Tran. I am from Hue.

## 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.

**Example:** My first name is An. My family name is Le. I am from Hue. I am a new learner in the evening class.

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

**Answer:** The learner’s first name is An.

**Why:** The learner says “My first name is An”.

**VI help:** Người học nói My first name is An.

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

A. A, N

B. A, M

C. E, N

**Answer:** An spells the name A, N.

**Why:** The learner says the letters A, N.

**VI help:** Lời thoại nêu A, N.

**W03D2Q03.** Listen. What is the correct family name?

A. Li

B. Ly

C. Le

**Answer:** The correct family name is Le.

**Why:** An corrects Li to Le and spells L, E.

**VI help:** An sửa Li thành Le và đánh vần L, E.

**W03D2Q04.** Listen. What room number is finally confirmed?

A. five

B. nine

C. six

**Answer:** Room nine is confirmed.

**Why:** The receptionist says room nine twice.

**VI help:** Người tiếp tân nói Room nine hai lần.

**W03D2Q05.** Listen. Who is the teacher?

A. Alex

B. An

C. Le

**Answer:** Alex is the teacher.

**Why:** The receptionist's last turn names Alex as the teacher.

**VI help:** Lời cuối của tiếp tân: The teacher is Alex.

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

A. Change the classroom

B. Send an email

C. Say it again more slowly

**Answer:** An asks the receptionist to say it again more slowly.

**Why:** "Please say it again, slowly" asks for a slower repetition.

**VI help:** Please say it again, slowly là yêu cầu nhắc lại chậm.

### 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.

**Example:** A: What is your first name? B: An. A: A, M? B: No. A, N. A: Thank you.

### 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.

**Example:** The learner is An. The family name is Le. The class is in room nine.

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.

**Answer:** I am An.

**Why:** Use am after I.

**VI help:** I đi với am.

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

**Answer:** Are you a new learner?

**Why:** Put Are before you to make this question.

**VI help:** Câu hỏi đưa Are lên trước you.

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

**Answer:** Yes, I am.

**Why:** The short answer needs the full form am.

**VI help:** Câu trả lời ngắn cần dạng đầy đủ am.

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

**Answer:** What is your first name?

**Why:** First name is singular, so use is.

**VI help:** First name là một tên, dùng is.

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

**Answer:** Please say it again.

**Why:** Say it again asks someone to repeat.

**VI help:** Say it again là nói lại.

**W03D3Q06.** Choose the correct question.

A. What are your family name?

B. What is your family name?

C. What your family name is?

**Answer:** What is your family name?

**Why:** The correct order is What + is + your family name.

**VI help:** Câu hỏi dùng What + is + your family name.

## 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.

**Example:** Are you An? Yes, I am. Are you the teacher? No, I am not. I am a learner.

## 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.

**Example:** A: Are you Linh? B: No, I am not. I am An. A: Are you a new learner? B: Yes, I am.

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.

**Answer:** My first name is Linh.

**Why:** Use first name. The complete sentence is My first name is Linh.

**VI help:** Cụm cần dùng là first name. Câu đầy đủ: My first name is Linh.

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

**Answer:** My family name is Tran.

**Why:** Use family name. The complete sentence is My family name is Tran.

**VI help:** Cụm cần dùng là family name. Câu đầy đủ: My family name is Tran.

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

**Answer:** Can you spell Linh?

**Why:** Spell means say or write the letters in order.

**VI help:** Cụm cần dùng là spell. Câu đầy đủ: Can you spell Linh?

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

**Answer:** I am Linh.

**Why:** Put the person I before am, then the name.

**VI help:** Mẫu đúng: I am Linh. Nghĩa: Tôi là Linh.

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

**Answer:** Are you Linh?

**Why:** Begin the question with Are, followed by you.

**VI help:** Mẫu đúng: Are you Linh? Nghĩa: Bạn là Linh phải không?

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

**Answer:** Yes, I am.

**Why:** After Yes, use the complete short answer I am.

**VI help:** Mẫu đúng: Yes, I am. Nghĩa: Vâng, đúng là tôi.

**Also accepted:** Yes I 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.

**Example:** My first name is Minh. My family name is Do. My email address is minh@example.com. Please say the room number 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.

**Example:** First name: Minh. Family name: Do. City: Hue. Email address: minh@example.com. Is my family name correct? Please check my first name.

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

**Answer:** Linh says L, I, N, H.

**Why:** Linh is spelling the first name.

**VI help:** Linh đang đánh vần tên gọi.

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

A. blue

B. red

C. black

**Answer:** Linh’s pen is blue.

**Why:** The text mentions a blue pen.

**VI help:** Bài đọc nêu a blue pen.

**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

**Answer:** The family name is corrected from Li to Le.

**Why:** An says “No. Le. L, E”, correcting the family name.

**VI help:** An nói No. Le. L, E.

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

**Answer:** The learner needs room nine.

**Why:** Room nine is confirmed at the end of the conversation.

**VI help:** Room nine được xác nhận cuối hội thoại.

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

A. Yes, I am.

B. Yes, I are.

C. Yes, I’m.

**Answer:** Yes, I am.

**Why:** Use the full form I am in a complete positive short answer.

**VI help:** Câu trả lời ngắn dùng I am đầy đủ.

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

**Answer:** The word is letter.

**Why:** The word is letter. For example: L is the first letter.

**VI help:** Đáp án: letter. Ví dụ sử dụng: L is the first letter.

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

**Answer:** The term is email address.

**Why:** The term is email address, as in My email address is linh@example.com.

**VI help:** Đáp án: email address. Ví dụ sử dụng: My email address is linh@example.com.

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

**Answer:** Say at.

**Why:** Say at for the symbol @.

**VI help:** Đáp án: at. Ví dụ sử dụng: Say at for this symbol: @.

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

**Answer:** I am Linh.

**Why:** I takes am.

**VI help:** I đi với am.

**Also accepted:** I'm Linh.

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

**Answer:** Yes, I am.

**Why:** The contracted I’m cannot stand alone at the end of this short answer.

**VI help:** Không dùng I'm đứng một mình trong câu trả lời ngắn.

**Also accepted:** Yes I am.

### 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.

**Example:** Hello. My first name is Hoa. H, O, A. My family name is Pham. What is the room number, please?

### 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.

**Example:** I am Bao. My family name is Nguyen. I am from Da Nang. I am a new learner. Please speak slowly.

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

**Answer:** Rosa's family name is Park.

**Why:** The form says "Family name: Park".

**VI help:** Xem ô Family name.

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

**Answer:** The class starts at 6:00 p.m.

**Why:** The start-time field gives 6:00 p.m.

**VI help:** Giờ bắt đầu nằm ở ô Start time.

**Also accepted:** 6 p.m. / six in the evening / 18:00 / six pm / 6pm / 6:00 / six / 6 / 6:00 pm / 6:00pm / 6.00 pm / 6 pm / 18.00 / 6.00

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

A. By email only

B. By phone only

C. By letter only

**Answer:** The centre should contact Rosa by email only.

**Why:** The contact field says “email only”.

**VI help:** Dòng Contact giới hạn cách liên hệ.

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

**Answer:** A teacher gives Rosa a class card.

**Why:** The last paragraph says a teacher gives the card at the door.

**VI help:** Tìm người đưa thẻ ở cuối biểu mẫu.

**Also accepted:** teacher / the teacher

## 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.

**Answer:** The help desk is beside the front door.

**Why:** The second paragraph gives the desk’s location.

**VI help:** Tìm vị trí bàn hỗ trợ.

**Also accepted:** by the front door / next to the front door

**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

**Answer:** You should tell the desk staff.

**Why:** The notice asks learners to tell the staff before the first lesson.

**VI help:** Báo nhân viên trước buổi đầu.

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

**Answer:** You should bring your old card.

**Why:** The notice says “Bring your old card”.

**VI help:** Cần đem thẻ cũ.

**Also accepted:** the old card / old card / my old card

**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

**Answer:** The help desk is open from 5:00 to 6:00 on Tuesday.

**Why:** Both the day and the two times must match the notice.

**VI help:** Đối chiếu cả ngày lẫn khoảng giờ.

## 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.

**Learner:** Hello. I have an email about an English class, but I cannot see the day. Can you help?

**Staff:** Yes. What is your name, please?

**Learner:** Elena Fox. My email address is elena.fox@example.com.

**Staff:** Thank you. Your class is on Thursday at seven in the evening.

**Learner:** Thursday at seven. Do I need a book?

**Staff:** No. We have books here. Please bring a pen and your class card.

**Learner:** And where is the class?

**Staff:** In room two, upstairs.

**Learner:** Room two. Thank you for your 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.

**Answer:** Elena calls because she cannot see the class day in the email.

**Why:** She explains the problem in her first turn.

**VI help:** Nghe lý do ở đầu cuộc gọi.

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

**Answer:** Elena’s class is on Thursday.

**Why:** The staff says Thursday and Elena repeats it.

**VI help:** Ngày học được nói rồi nhắc lại.

**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

**Answer:** Elena must bring a pen and her class card.

**Why:** The staff has books and asks her to bring a pen and card.

**VI help:** Phân biệt đồ có sẵn và đồ cần mang.

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

**Answer:** The class is in room two.

**Why:** The staff says room two, upstairs.

**VI help:** Chỉ cần số phòng.

**Also accepted:** two / room 2 / room two

## 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.

**Helper:** Hello, everyone. There is a class card at the front desk. The first name is Niko. The family name is Gray.

**Learner:** That is my card. I am Niko Gray. Is it in the blue box?

**Helper:** No. The card is in a white envelope beside the box.

**Learner:** Thank you. My new teacher needs my card today.

**Helper:** Please check the name first. Is Gray G, R, A, Y?

**Learner:** Yes, that is correct. Where do I write my email address?

**Helper:** On this small form, please. Your teacher can read it after class.

**Learner:** OK. I can do that now.

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

**Answer:** The owner’s first name is Niko.

**Why:** The announcement names Niko, and the learner confirms it.

**VI help:** Tên gọi khác với họ Gray.

**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

**Answer:** The card is in a white envelope.

**Why:** The helper says “No” to the blue box and gives the correct place.

**VI help:** Nghe thông tin sau No.

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

**Answer:** The family name is Gray.

**Why:** The helper spells G, R, A, Y.

**VI help:** Ghép các chữ cái thành họ.

**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

**Answer:** Niko should write his email address on a small form.

**Why:** The helper says “On this small form, please”.

**VI help:** Tìm vật dùng để ghi email.

## Language in new situations

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

**Answer:** I am Rosa. This is my email address.

**Why:** Use my for the speaker’s own information.

**VI help:** My chỉ thông tin của người nói.

**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.

**Answer:** You can say, “Please say it slowly.”

**Why:** This asks the speaker to repeat the information clearly.

**VI help:** Chọn lời yêu cầu phù hợp.

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

**Answer:** What is your email address?

**Why:** The question needs is.

**VI help:** Câu hỏi cần động từ is.

**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.

**Answer:** Yes, it is.

**Why:** Use it is to answer a question about this card.

**VI help:** Câu trả lời ngắn cần it is.

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

**Answer:** Say “at” for @.

**Why:** The symbol @ is read as at in an email address.

**VI help:** Tên gọi của ký hiệu @ khi đọc email.

**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.

**Answer:** No. Ava, with A.

**Why:** The correction gives the right name and the different first letter.

**VI help:** Nói tên đúng và chữ cái cần sửa.

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

**Answer:** Please spell your family name, letter by letter.

**Why:** Spell means say or write the letters of a word in order.

**VI help:** Hành động đọc từng chữ là spell.

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

**Answer:** The family name is Lane.

**Why:** In the supplied name Omar Lane, Omar is the first name and Lane is the family name.

**VI help:** Theo thông tin của bài, họ là Lane.

## 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.

**Partner only:** 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.

**One possible exchange:** A: Hello. My name is Mira Cole.
B: Please spell your family name.
A: C, O, L, E.
B: What is your email address?
A: mira.cole@example.com. What day is the class?
B: Monday.
A: What time does it start, and what is the room number?
B: Half past six in the evening, in room eight.
A: Monday at six thirty, room eight. Is that correct?
B: Yes, it is.

**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.

## 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.

**Partner only:** 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.

**One possible exchange:** B: Your name is Leo West. Your email begins leo dot westt. Is that correct?
A: My name is correct. The email is leo dot west, with one T.
B: W, E, S, T?
A: Yes. leo.west@example.com.
B: Thank you. The note is correct now.

**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.

## 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.

**One possible response:** First name: Ada
Family name: Green
Home city: York
Email address: ada.green@example.com
Class day: Saturday

- 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.

## 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.

**One possible response:** Hello. My class card says June Hill. My family name is Hall, not Hill. Please make a new card for June Hall. Thank you for your help.

• 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.

## 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.

**Possible answer:** What is your name? Please spell it.

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

**Possible answer:** @ = at; . = dot.

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

**Possible answer:** One possible answer: The family name is Reed, not Reid. R, E, E, D.

## 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.

**Eva:** Hello. I am Eva. Are you a new teacher?

**Minh:** No, I am not. I am a nurse. My workplace is the hospital next door.

**Eva:** Oh, welcome. I am a teacher here. Is that your colleague?

**Minh:** Yes. That is Dan. He is a driver at the hospital.

**Eva:** Are you here for the English class?

**Minh:** Yes, we are. Is Ben the teacher today?

**Eva:** Yes, he is. The class is in room three.

**Minh:** Thank you. You are very friendly.

# 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

**Answer:** Mai is a teacher.

**Why:** Mai says “I am a teacher”.

**VI help:** Bài viết: I am a teacher.

**W04D1Q02.** Read. Where is Nam’s workplace?

A. A hospital near the river

B. An office in the city centre

C. A large school

**Answer:** Nam works at a hospital near the river.

**Why:** The text says his workplace is a hospital near the river.

**VI help:** His workplace is a hospital near the river.

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

A. school

B. shop

C. office

**Answer:** Hoa works in an office.

**Why:** The text says her office is in the city centre.

**VI help:** Bài nói Her office is in the city centre.

**W04D1Q04.** Read. What day is the English class?

A. Wednesday

B. Saturday

C. Monday

**Answer:** The English class is on Saturday.

**Why:** The text says the English class is on Saturday.

**VI help:** Câu nêu our English class is on Saturday.

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

A. twelve

B. ten

C. twenty

**Answer:** There are twelve learners in the class.

**Why:** The text says “There are twelve learners”.

**VI help:** There are twelve learners.

**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.

**Answer:** The learners have different jobs.

**Why:** They say “We have different jobs”.

**VI help:** We 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.

**Example:** Mai is a teacher. Nam is a nurse. Hoa is an engineer. They are friends from an English club.

### 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.

**Example:** This is Hoa. She is an engineer. Her workplace is an office. She is a learner at an English club.

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

**Answer:** Minh is a nurse.

**Why:** Minh answers “I am a nurse”.

**VI help:** Minh trả lời I am a nurse.

**W04D2Q02.** Listen. What is Eva’s job?

A. a driver

B. a nurse

C. a teacher

**Answer:** Eva is a teacher.

**Why:** Eva says “I am a teacher here”.

**VI help:** Eva nói I am a teacher here.

**W04D2Q03.** Listen. Whose colleague is Dan?

A. Mai

B. Minh

C. Ben

**Answer:** Dan is Minh’s colleague.

**Why:** Eva asks Minh about his colleague, and Minh identifies Dan.

**VI help:** Eva hỏi Minh về your colleague; Minh xác nhận Dan.

**W04D2Q04.** Listen. What is Dan’s job?

A. driver

B. teacher

C. engineer

**Answer:** Dan is a driver.

**Why:** Minh says Dan is a driver at the hospital.

**VI help:** He is a driver at the hospital.

**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

**Answer:** They are there to learn English.

**Why:** Eva asks whether they are there for the English class, and Minh says yes.

**VI help:** Eva hỏi about the English class, Minh trả lời Yes, we are.

**W04D2Q06.** Listen. What is the classroom number?

A. twelve

B. three

C. two

**Answer:** The class is in room three.

**Why:** Eva says the class is in room three.

**VI help:** Eva nói The class is in room three.

### 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.

**Example:** A: Are you a teacher? B: No, I am not. I am a nurse. A: Is Dan your colleague? B: Yes, he is.

### 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.

**Example:** Minh is a nurse. Dan is his colleague. Dan is a driver. Their English class is in room three.

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.

**Answer:** Hoa is an engineer.

**Why:** Engineer begins with a vowel sound.

**VI help:** Engineer bắt đầu bằng âm nguyên âm.

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

**Answer:** Nam is a nurse.

**Why:** Nurse begins with the consonant sound /n/.

**VI help:** Nurse bắt đầu bằng âm phụ âm /n/.

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

**Answer:** We are colleagues.

**Why:** Use are after we.

**VI help:** We đi với are.

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

**Answer:** Is Ben the teacher?

**Why:** Ben is one person; put Is first in the question.

**VI help:** Ben là một người, câu hỏi đưa Is lên đầu.

**W04D3Q05.** Complete: They ___ not all teachers.

**Answer:** They are not all teachers.

**Why:** Use They are not for this negative statement.

**VI help:** They are not là phủ định với they.

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

A. Yes, she is.

B. Yes, she are.

C. Yes, she am.

**Answer:** Yes, she is.

**Why:** Use she for Eva, followed by is.

**VI help:** Eva được thay bằng she; she đi với is.

## 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.

**Example:** She is an engineer. He is a nurse. They are colleagues. Is she a teacher? No, she is not.

## 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.

**Example:** She is a teacher. They are busy. My friend is a driver. We are learners.

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 ___.

**Answer:** She is a teacher.

**Why:** Teacher is the required job word.

**VI help:** Cụm cần dùng là teacher. Câu đầy đủ: She is a teacher.

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

**Answer:** He is a nurse.

**Why:** Nurse is the required job word.

**VI help:** Cụm cần dùng là nurse. Câu đầy đủ: He is a nurse.

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

**Answer:** My brother is a driver.

**Why:** Driver is the required job word.

**VI help:** Cụm cần dùng là driver. Câu đầy đủ: My brother is a driver.

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

**Answer:** She is a teacher.

**Why:** Use She + is + a + job.

**VI help:** Mẫu đúng: She is a teacher. Nghĩa: Cô ấy là giáo viên.

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

**Answer:** He is a nurse.

**Why:** Use He + is + a + job.

**VI help:** Mẫu đúng: He is a nurse. Nghĩa: Anh ấy là điều dưỡng.

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

**Answer:** Hoa is an engineer.

**Why:** Use Hoa + is + an + engineer.

**VI help:** Mẫu đúng: Hoa is an engineer. Nghĩa: Hoa là kỹ sư.

### 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.

**Example:** This is Kim. She is an engineer. Her workplace is an office near the station. She is friendly.

### 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.

**Example:** This is Kim. She is an engineer at a small office. Her workplace is near the station. Kim is a new learner in our English club. She is friendly, and she is ready to learn.

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

**Answer:** Hoa is the engineer.

**Why:** Hoa is an engineer and is Mai's friend from the club.

**VI help:** Hoa is an engineer và là bạn của Mai từ câu lạc bộ.

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

A. Yes

B. The text does not say.

C. No

**Answer:** No. The learners are not all teachers.

**Why:** "We are not all teachers" clearly says that some have other jobs.

**VI help:** We are not all teachers nêu rõ không phải tất cả.

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

A. Minh

B. Ben

C. Dan

**Answer:** Ben is teaching the class.

**Why:** Minh asks whether Ben is the teacher today, and Eva confirms it.

**VI help:** Minh hỏi Is Ben the teacher today? Eva xác nhận.

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

A. next door

B. in another city

C. near the river

**Answer:** Minh’s hospital is next door.

**Why:** Minh says the hospital is next door. Near the river belongs to the reading.

**VI help:** Minh nói the hospital next door; near the river chỉ thuộc bài đọc.

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

**Answer:** You and I are learners.

**Why:** You and I means we, so use are.

**VI help:** You and I tương đương we, dùng are.

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

**Answer:** The word is engineer.

**Why:** The word is engineer, as in Hoa is an engineer.

**VI help:** Đáp án: engineer. Ví dụ sử dụng: Hoa is an engineer.

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

**Answer:** The word is office.

**Why:** The word is office. Example: This is our office.

**VI help:** Đáp án: office. Ví dụ sử dụng: This is our office.

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

**Answer:** The word is hospital.

**Why:** The word is hospital. Example: Her workplace is a hospital.

**VI help:** Đáp án: hospital. Ví dụ sử dụng: Her workplace is a hospital.

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

**Answer:** She is a teacher.

**Why:** A singular job needs a or an.

**VI help:** Nghề số ít cần a/an.

**Also accepted:** She's a teacher.

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

**Answer:** They are friendly.

**Why:** They takes are.

**VI help:** They đi với are.

**Also accepted:** They're 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.

**Example:** This is Bao. He is a driver. His workplace is a hospital. Are you a teacher?

### 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.

**Example:** Mai is a teacher. Her workplace is a school. Nam is a nurse. His workplace is a hospital. They are friends.

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

**Answer:** Iris lives with her daughter, Zoe.

**Why:** The second sentence says Iris lives with her daughter Zoe.

**VI help:** Tìm người sống cùng Iris.

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

**Answer:** Finn is a cook.

**Why:** Finn is Iris’s brother and works as a cook at a café.

**VI help:** Theo dõi tên Finn.

**Also accepted:** cook

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

A. Green

B. Brown

C. Blue

**Answer:** Dana’s coat is green.

**Why:** The profile says “Her green coat”.

**VI help:** Brown thuộc túi của Finn.

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

**Answer:** The family has lunch together on Sunday.

**Why:** The profile explicitly gives Sunday.

**VI help:** Tìm ngày cả nhà ăn cùng nhau.

**Also accepted:** on Sunday / Sundays / on Sundays

## 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?

**Answer:** The name Eli is inside the bag.

**Why:** The notice states "It has the name ELI inside".

**VI help:** Chỉ viết tên trong túi.

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

A. The red book

B. The white bottle

C. The blue bag

**Answer:** The white water bottle has no name.

**Why:** The notice gives Eli's name for the bag, but no name for the bottle.

**VI help:** Không suy đoán chủ chai nước.

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

**Answer:** Ruth owns the red book.

**Why:** It is the manager's book, and the manager's name is Ruth.

**VI help:** Kết nối manager với tên Ruth.

**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

**Answer:** People should leave the red book at the desk.

**Why:** The notice says "Please leave the book here".

**VI help:** Here là bàn làm việc trong thông báo.

## 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.

**Sam:** This is a photo of my family at home.

**Lena:** Who is the woman with the yellow cup?

**Sam:** That is my mother, Paula. She is an artist. The cup is hers.

**Lena:** And is the man beside her your father?

**Sam:** No, he is my uncle, Hugo. My father is not in this photo.

**Lena:** What is Hugo’s job?

**Sam:** He is a bus driver. The black jacket on the chair is his.

**Lena:** I can see a girl with a book too.

**Sam:** Yes. That is my little sister, Bea. She is a student.

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

A. Sam’s mother

B. Sam’s sister

C. Sam’s aunt

**Answer:** Paula is Sam’s mother.

**Why:** Sam identifies Paula as his mother.

**VI help:** Nghe quan hệ của Paula với Sam.

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

**Answer:** Paula is an artist.

**Why:** Sam says “She is an artist”.

**VI help:** Nghề của Paula được nêu trực tiếp.

**Also accepted:** artist

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

A. Sam’s father

B. Sam’s uncle

C. Sam’s brother

**Answer:** The man beside Paula is Sam’s uncle, Hugo.

**Why:** Sam corrects the idea that the man is his father.

**VI help:** Nghe câu sửa sau No.

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

**Answer:** Hugo’s jacket is black.

**Why:** Sam says the black jacket on the chair is Hugo’s.

**VI help:** Tìm đồ thuộc về Hugo.

# 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.

**Mona:** Kai, is this orange lunch bag yours? It is on my chair.

**Kai:** No, my bag is grey. It has my name on the front.

**Mona:** There is a grey bag under the table. Is that yours?

**Kai:** Yes, it is. Thank you. The orange bag is Tess's. She is the new shop assistant.

**Mona:** Is Tess here today?

**Kai:** Yes. She is in the shop with our manager.

**Mona:** OK. I can leave her bag on the shelf.

**Kai:** Good idea. Please put her orange bottle beside it too.

**Mona:** Of course. The bag and bottle are together now.

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

**Answer:** Kai's bag is grey.

**Why:** Kai rejects the orange bag and says his bag is grey.

**VI help:** Chấp nhận grey hoặc gray.

**Also accepted:** gray

**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

**Answer:** Kai's grey bag is under the table.

**Why:** Mona asks about the grey bag under the table, and Kai confirms it.

**VI help:** Phân biệt vị trí hai túi.

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

**Answer:** Tess owns the orange bag.

**Why:** Kai says "The orange bag is Tess's".

**VI help:** Tên người được nói trước dấu sở hữu.

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

A. In the shop

B. At home

C. In a café

**Answer:** Tess is in the shop with the manager.

**Why:** Kai gives Tess's location in his next answer.

**VI help:** Không nhầm người với đồ vật.

## Language in new situations

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

**Answer:** Omar is my brother. His cup is blue.

**Why:** Use his for Omar's cup in this description.

**VI help:** His chỉ đồ của người nam này.

**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.

**Answer:** She is an artist.

**Why:** She takes is; the singular job artist takes an.

**VI help:** She + is; an trước âm nguyên âm.

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

**Answer:** My parents are here.

**Why:** Parents means more than one person, so use are.

**VI help:** Parents là số nhiều.

**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?

**Answer:** Is this your bag?

**Why:** This question checks whether the listener owns the bag.

**VI help:** Câu hỏi cần kiểm tra chủ chiếc túi.

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

**Answer:** This is my sister. Her name is Alma.

**Why:** Her goes before the noun name for this female person.

**VI help:** Her đứng trước danh từ name.

**Also accepted:** her

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

A. Eva’s book

B. Eva book’s

C. Evas book

**Answer:** Eva’s book.

**Why:** Add ’s to Eva to show that she owns the book.

**VI help:** Dấu sở hữu đặt sau tên Eva.

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

**Answer:** My uncle is a shop assistant.

**Why:** Shop begins with a consonant sound, so use a.

**VI help:** Chọn mạo từ theo âm đầu.

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

**Answer:** Ada and Max are learners. They are in room six.

**Why:** They refers to both Ada and Max.

**VI help:** They thay cho hai người.

**Also accepted:** they

## 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.

**Partner only:** 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.

**One possible exchange:** B: Who is Ada?
A: She is Kira's sister. What is her job?
B: She is a mechanic. Her bag is green.
A: A mechanic, with a green bag. Thank you.
B: Who is Milo?
A: He is Kira's father. What is his job?
B: He is a teacher. His cup is white.
A: His white cup. Is that correct?
B: Yes, it is.

**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.

## 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.

**Partner only:** 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.

**One possible exchange:** A: This is my brother, Noel. He is an artist.
B: What colour is his hat?
A: His hat is black.
B: Is his notebook blue?
A: No. His notebook is yellow. Do you have a sister?
B: Yes. My sister is May. She is a nurse.

**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.

## 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.

**One possible response:** This is my aunt, Tia. She is a nurse and she lives in Bath. Her bicycle is red. I am happy to show you her photo.

• 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.

## 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.

**One possible response:** Hello. I cannot find my blue coat. There is a small green notebook in its pocket. Do you have my coat at the desk? Thank you. Arlo

• 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.

## 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.

**Possible answer:** Her coat is green. His bag is brown.

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

**Possible answer:** He is a cook. They are students.

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

**Possible answer:** One possible answer: This is my aunt, Mina. She is a teacher. Her bag is blue.

## 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.

**Jo:** What time do you get up, Ben?

**Ben:** At five thirty. I start work at seven.

**Jo:** That is early. I get up at seven and start at nine.

**Ben:** Do you have breakfast at home?

**Jo:** Yes. I usually have bread and tea. Then I walk to work.

**Ben:** I have breakfast at work. I take the bus at six.

**Jo:** What time do you finish?

**Ben:** At three. I study English at four in the afternoon.

# 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

**Answer:** Lan gets up at six.

**Why:** The text says “She gets up at six”.

**VI help:** She gets up at six.

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

A. train

B. bicycle

C. bus

**Answer:** Lan usually goes to work by bus.

**Why:** The text says she usually takes the bus.

**VI help:** She usually takes the bus.

**W05D1Q03.** Read. Who has lunch with Lan?

A. her teacher

B. a colleague

C. her father

**Answer:** A colleague has lunch with Lan.

**Why:** She has lunch with a colleague.

**VI help:** She has lunch with a colleague.

**W05D1Q04.** Read. What time does Lan finish work?

A. five

B. eight

C. twelve

**Answer:** Lan finishes work at five.

**Why:** The text states she finishes work at five.

**VI help:** She finishes work at five.

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

A. sixty minutes

B. ten minutes

C. thirty minutes

**Answer:** Lan studies for thirty minutes.

**Why:** The text gives the duration as thirty minutes.

**VI help:** Câu ghi for thirty minutes.

**W05D1Q06.** Read. What does Lan do on Sunday?

A. Starts work at eight

B. Visits her father

C. Goes to the office

**Answer:** Lan visits her father on Sunday.

**Why:** The final sentences say she visits her father.

**VI help:** Hai câu cuối nói cô ấy thăm ba.

### 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.

**Example:** Lan gets up at six. She leaves home at seven. She starts work at eight. She studies English at eight in the evening.

### 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.

**Example:** Lan gets up at six. She leaves home at seven. She starts work at eight. She finishes at five. She studies English at eight in the evening.

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

**Answer:** Ben gets up at five thirty.

**Why:** Ben answers “At five thirty”.

**VI help:** Ben nói At five thirty.

**W05D2Q02.** Listen. What time does Jo start work?

A. five

B. nine

C. seven

**Answer:** Jo starts work at nine.

**Why:** Jo says the workday starts at nine.

**VI help:** Jo nói start at nine.

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

A. bread and tea

B. rice and coffee

C. fruit and milk

**Answer:** Jo usually has bread and tea.

**Why:** Jo says “bread and tea”.

**VI help:** Lời thoại: bread and tea.

**W05D2Q04.** Listen. Where does Ben have breakfast?

A. at home

B. on the bus

C. at work

**Answer:** Ben has breakfast at work.

**Why:** Ben says “I have breakfast at work”.

**VI help:** I have breakfast at work.

**W05D2Q05.** Listen. How does Jo travel to work?

A. drives

B. walks

C. takes the bus

**Answer:** Jo walks to work.

**Why:** Jo says “Then I walk to work”.

**VI help:** Jo nói Then I walk to work.

**W05D2Q06.** Listen. When does Ben study English?

A. four in the afternoon

B. eight at night

C. six in the morning

**Answer:** Ben studies English at four in the afternoon.

**Why:** The final turn gives four in the afternoon.

**VI help:** Câu cuối nêu at four in the afternoon.

### 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.

**Example:** A: What time do you get up? B: At seven. A: Do you have breakfast at home? B: Yes. I have bread and tea.

### 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.

**Example:** Ben gets up at five thirty. Jo gets up at seven. Ben takes the bus. Jo walks to work.

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.

**Answer:** She starts at eight.

**Why:** Use the s form after she.

**VI help:** She + động từ thêm -s.

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

**Answer:** He has lunch at twelve.

**Why:** Use has after he.

**VI help:** He dùng has.

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

**Answer:** I go home at five.

**Why:** Use the base verb go after I.

**VI help:** I dùng động từ cơ bản.

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

**Answer:** We start at nine.

**Why:** Use at with a specific clock time.

**VI help:** At đi với giờ cụ thể.

**W05D3Q05.** Choose the correct sentence.

A. She usually walks.

B. She walks usually to.

C. Usually she walk.

**Answer:** She usually walks.

**Why:** Usually goes before walks, and she takes the s form.

**VI help:** Usually đứng trước walks và she cần -s.

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

**Answer:** Lan studies English at night.

**Why:** For this singular subject, study changes y to ies.

**VI help:** Phụ âm+y đổi y thành -ies với chủ ngữ số ít.

## 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.

**Example:** I start work at nine. I have lunch at twelve. I go home at five. She starts at nine. She has lunch at twelve. She goes home at five.

## 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.

**Example:** She works at home. She has tea. She studies English.

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.

**Answer:** I get up at six.

**Why:** The phrase is get up.

**VI help:** Cụm cần dùng là get up. Câu đầy đủ: I get up at six.

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

**Answer:** I have breakfast at home.

**Why:** The phrase is have breakfast.

**VI help:** Cụm cần dùng là have breakfast. Câu đầy đủ: I have breakfast at home.

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

**Answer:** I leave home at seven.

**Why:** The verb is leave.

**VI help:** Cụm cần dùng là leave. Câu đầy đủ: I leave home at seven.

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

**Answer:** I start work at eight.

**Why:** Use I + start work, followed by the time at eight.

**VI help:** Mẫu đúng: I start work at eight. Nghĩa: Tôi bắt đầu làm việc lúc tám giờ.

**Also accepted:** At eight, I start work. / At eight I start work.

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

**Answer:** She starts work at eight.

**Why:** Use She + starts work, followed by the time at eight.

**VI help:** Mẫu đúng: She starts work at eight. Nghĩa: Cô ấy bắt đầu làm việc lúc tám giờ.

**Also accepted:** At eight, she starts work. / At eight she starts work.

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

**Answer:** He has breakfast at home.

**Why:** Use He has breakfast, then the place at home.

**VI help:** Mẫu đúng: He has breakfast at home. Nghĩa: Anh ấy ăn sáng ở nhà.

**Also accepted:** At home, he has breakfast. / At home he has breakfast.

### 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.

**Example:** I get up at six. I usually walk to work. I start at eight. I finish at five. At night, I study English.

### 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.

**Example:** I get up at six and have breakfast at home. I start work at eight and finish at five. In the evening, I cook dinner. I study English at eight. I usually read and practise speaking.

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

**Answer:** Lan has breakfast before she leaves home.

**Why:** Lan has breakfast at home, then leaves at seven.

**VI help:** Lan ăn sáng ở nhà rồi rời nhà lúc bảy giờ.

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

A. Not stated

B. No

C. Yes

**Answer:** No. Lan does not go to the office on Sunday.

**Why:** The text says she does not go to the office on Sunday.

**VI help:** Bài nêu she does not go to the office.

**W05D5Q03.** Listen. Who finishes work at three?

A. Ben

B. Jo

C. Lan

**Answer:** Ben finishes work at three.

**Why:** Ben answers “At three” when Jo asks about finishing.

**VI help:** Ben nói At three.

**W05D5Q04.** Listen. Who takes the bus at six?

A. Jo

B. Both

C. Ben

**Answer:** Ben takes the bus at six.

**Why:** Ben says “I take the bus at six”.

**VI help:** Ben nói I take the bus at six.

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

**Answer:** He goes home at six.

**Why:** Use goes after he.

**VI help:** He đi với goes.

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

**Answer:** The verb is start.

**Why:** The verb is start. Example: I start work at eight.

**VI help:** Đáp án: start. Ví dụ sử dụng: I start work at eight.

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

**Answer:** The verb is finish.

**Why:** The verb is finish. Example: I finish work at five.

**VI help:** Đáp án: finish. Ví dụ sử dụng: I finish work at five.

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

**Answer:** The verb is walk.

**Why:** The verb is walk. Example: I walk to the office.

**VI help:** Đáp án: walk. Ví dụ sử dụng: I walk to the office.

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

**Answer:** She starts work at eight.

**Why:** She needs starts in this positive statement.

**VI help:** She cần động từ starts trong câu khẳng định.

**Also accepted:** At eight, she starts work. / At eight she starts work.

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

**Answer:** He has breakfast.

**Why:** Have changes to has after he.

**VI help:** Have đổi thành has khi chủ ngữ là he.

### 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.

**Example:** Bao gets up at eight. He has breakfast at home. He starts work at one. He finishes at nine. He studies English in the morning.

### 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.

**Example:** Bao lives near the office. He gets up at eight. He has breakfast at home. He starts work at one. He finishes work at nine.

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

**Answer:** Ella shows visitors the old boats at 10:00.

**Why:** The 10:00 row gives the old-boats activity.

**VI help:** Đọc đúng dòng 10:00.

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

**Answer:** Ella finishes work at 4:30 p.m.

**Why:** The final activity in the timetable is finish work at 4:30.

**VI help:** Không nhầm với giờ tham quan phòng tranh.

**Also accepted:** 4:30 p.m. / four thirty / half past four / 16:30 / 4.30 / 4:30 pm / 4:30pm / 4.30 pm / 16.30

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

A. By bus

B. By train

C. On foot

**Answer:** Ella walks from the station to the museum.

**Why:** The station is beside the museum, and the text says she walks from it.

**VI help:** Câu hỏi hỏi chặng từ ga đến bảo tàng.

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

**Answer:** Ella has lunch in the staff room.

**Why:** The final paragraph states the lunch location.

**VI help:** Tìm nơi ăn trưa, không phải giờ ăn.

**Also accepted:** the staff room / staff room

## 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.

**Answer:** Ravi makes bread at work.

**Why:** He says he makes bread at a bakery.

**VI help:** Tìm sản phẩm Ravi làm.

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

A. His brother

B. His friend

C. His sister

**Answer:** Ravi's brother drives him to work.

**Why:** Ravi says his brother drives him.

**VI help:** Phân biệt đi làm với đi về.

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

**Answer:** Ravi goes home by bus.

**Why:** The text says "I go home by bus".

**VI help:** Câu hỏi chỉ hỏi đường về.

**Also accepted:** bus / on the bus

**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.

**Answer:** Ravi does not work on Monday.

**Why:** He states "I do not work on Monday".

**VI help:** Tìm câu có Monday.

# 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.

**Nora:** Good morning, Seth. Do you take the bus to work every day?

**Seth:** No. I walk to the station and take the train.

**Nora:** What time do you leave home?

**Seth:** At seven twenty. The walk takes ten minutes. My train leaves at seven forty.

**Nora:** And what time do you start work?

**Seth:** At eight thirty. I arrive at eight ten, so I have time for a cup of tea.

**Nora:** That sounds good. Do you buy breakfast there?

**Seth:** No. I have breakfast at home. I just drink tea at work before I start.

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

A. By bike

B. By bus

C. On foot

**Answer:** Seth walks to the station.

**Why:** He says he walks to the station before taking the train.

**VI help:** Có hai chặng đi lại.

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

**Answer:** The train leaves at 7:40 a.m.

**Why:** Seth gives 7:40 for the train, not for leaving home.

**VI help:** 7:20 là giờ rời nhà.

**Also accepted:** seven forty / 7:40 a.m. / 07:40 / 7.40 / 7:40 am / 7:40am / 7.40 am / 07.40

**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

**Answer:** Seth drinks a cup of tea before starting work.

**Why:** He arrives early and says he just drinks tea at work.

**VI help:** Không nhầm với bữa sáng ở nhà.

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

**Answer:** Seth has breakfast at home.

**Why:** He says “I have breakfast at home”.

**VI help:** Tìm lời trả lời câu hỏi về bữa sáng.

**Also accepted:** home

## 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.

**Information:** Welcome to Oak Sports Centre. Here is our Saturday morning plan. We open at eight. The walking group meets at the front door at eight thirty. The walk finishes at nine thirty. Our small café opens at nine, so you can have a drink after your walk. The beginner swim class starts at ten and finishes at eleven. Please bring a towel for this class. Bus number six stops outside the centre every thirty minutes. The first bus from the town station leaves at seven thirty. You can also leave your bike beside the front door.

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

**Answer:** The walking group meets at the front door.

**Why:** The announcement gives the front door as the meeting place.

**VI help:** Chỉ ghi nơi nhóm đi bộ gặp.

**Also accepted:** the front door / front door

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

A. Eight

B. Nine

C. Ten

**Answer:** The café opens at nine in the morning.

**Why:** The message says the small café opens at nine.

**VI help:** Chọn giờ mở quán, không phải mở trung tâm.

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

**Answer:** You should bring a towel to the swim class.

**Why:** The announcement asks swimmers to bring a towel.

**VI help:** Đồ cần mang được nói sau giờ lớp bơi.

**Also accepted:** towel

**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

**Answer:** Bus number six stops every thirty minutes.

**Why:** The message states the bus frequency directly.

**VI help:** Câu hỏi hỏi khoảng cách giữa các chuyến.

## Language in new situations

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

**Answer:** We go to the library on foot.

**Why:** Use on foot to mean walking.

**VI help:** Cụm đúng là on 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.

**Answer:** She leaves home at eight.

**Why:** Use leaves after she in the present simple.

**VI help:** She cần leaves ở câu này.

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

**Answer:** My work starts at half past nine.

**Why:** Use at before a clock time.

**VI help:** At đứng trước giờ.

**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

**Answer:** 9:50 is before the 10:00 class.

**Why:** 9:50 is ten minutes earlier than 10:00.

**VI help:** So sánh giờ đến với giờ học.

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

**Answer:** Leo goes to work by train every weekday.

**Why:** Use goes for the one person Leo.

**VI help:** Go đổi thành goes với chủ ngữ này.

**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

**Answer:** 14:00 is two in the afternoon.

**Why:** In a 24-hour clock, 14:00 is 2:00 p.m.

**VI help:** 14 giờ tương ứng 2 giờ chiều.

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

**Answer:** I have a break at eleven.

**Why:** Have a break and take a break are both standard expressions.

**VI help:** Chấp nhận have hoặc take trong câu này.

**Also accepted:** take

**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.

**Answer:** I work from eight to four. Also possible: I work from eight until four; I work from eight till four; I work between eight and four.

**Why:** From … to names the start and end. From … until/till and between … and are also accepted here because they express the same working period.

**VI help:** From … to nêu giờ bắt đầu và kết thúc. Cũng chấp nhận from … until/till và between … and khi diễn đạt cùng khoảng thời gian làm việc.

**Also accepted:** from, to / from / to / from … to / from until / from, until / from / until / from till / from, till / from / till / between and / between, and / between / and

## 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.

**Partner only:** 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.

**One possible exchange:** B: Where do you want to go?
A: Lake Centre. I need to arrive by eight fifty. What time does Bus 2 leave?
B: At eight twenty. It arrives at eight forty-five.
A: And Bus 7?
B: It leaves at eight forty and arrives at nine oh five.
A: Bus 2, please. Eight twenty to eight forty-five. It arrives before my class.

**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.

## 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.

**Partner only:** 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.

**One possible exchange:** A: I get up at six thirty. I have breakfast at seven. I leave home at seven forty and go by bike. I start work at eight.
B: What time do you leave home?

A: At seven forty.
B: Do you go by train?
A: No. I go by bike.
B: You start at eight?
A: Yes, that is right.

**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.

## 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.

**One possible response:** Hi. I leave home at seven fifteen and go to work by bus. I work from eight to three. I arrive home at three thirty. See you then.

• 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.

## 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.

**One possible response:** Hello. I have breakfast at eight and go for a walk at eight thirty. I study English at home from nine to nine thirty. What time do you study?

• 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.

## Return after 1, 3 and 7 days

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

**Possible answer:** She leaves at seven.

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

**Possible answer:** I go by train. I go there on foot.

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

**Possible answer:** One possible answer: I leave home at eight ten. I arrive at work at eight thirty-five.

## 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.

**Tom:** Are you free on Friday afternoon?

**Kim:** No. I have an appointment at half past two.

**Tom:** Do you work on Wednesday?

**Kim:** No, I do not. I have an English class in the morning.

**Tom:** Does the class finish at twelve?

**Kim:** No. It finishes at eleven. I am free after lunch.

**Tom:** Let us meet at half past three.

**Kim:** Can we meet at three? My bus leaves at four.

**Tom:** Yes. Wednesday at three. At the station café.

**Kim:** Good. See you there.

## 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

**Answer:** Kim does not work on Wednesday.

**Why:** The text says she does not work on Wednesday.

**VI help:** She does not work on Wednesday.

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

A. 11:00

B. 9:15

C. 9:30

**Answer:** The English class starts at 9:15.

**Why:** Quarter past nine means 9:15.

**VI help:** Quarter past nine = 9:15.

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

A. 14:30

B. 14:00

C. 15:30

**Answer:** Friday’s appointment is at 14:30.

**Why:** Half past two in the afternoon is 14:30.

**VI help:** Half past two trong buổi chiều là 14:30.

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

A. Friday

B. Sunday

C. Wednesday

**Answer:** Kim and Tom meet on Wednesday.

**Why:** They meet on Wednesday afternoon.

**VI help:** They meet on Wednesday afternoon.

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

A. The café is closed

B. She is tired

C. She works all night

**Answer:** Kim is tired at night.

**Why:** The text says she does not study at night because she is tired.

**VI help:** Bài nêu because she is tired.

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

A. morning

B. night

C. midnight

**Answer:** Kim studies in the morning.

**Why:** The text says she studies in the morning.

**VI help:** She studies in the morning.

### 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.

**Example:** Kim works on Monday. Her class is on Wednesday at quarter past nine. Her appointment is on Friday at half past two. She is free on Wednesday afternoon.

### 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.

**Example:** Kim works on Monday. She has a class on Wednesday at nine fifteen. She is free on Wednesday afternoon. Her Friday appointment is at two thirty.

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

**Answer:** Tom first asks about Friday afternoon.

**Why:** Tom’s opening question is about Friday afternoon.

**VI help:** Câu mở đầu hỏi Friday afternoon.

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

A. eleven

B. twelve

C. nine

**Answer:** Kim’s class finishes at eleven.

**Why:** Kim corrects twelve to eleven.

**VI help:** Kim sửa twelve thành eleven.

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

A. three

B. half past two

C. half past three

**Answer:** Tom first suggests half past three.

**Why:** Tom says “Let us meet at half past three”.

**VI help:** Let us meet at half past three.

**W06D2Q04.** Listen. What time do they finally agree?

A. four

B. three

C. three thirty

**Answer:** They finally agree on three o’clock.

**Why:** Kim asks for three, and Tom confirms Wednesday at three.

**VI help:** Kim xin three; Tom xác nhận Wednesday at three.

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

A. four

B. three

C. two

**Answer:** Kim’s bus leaves at four.

**Why:** Kim says “My bus leaves at four”.

**VI help:** My bus leaves at four.

**W06D2Q06.** Listen. Where will they meet?

A. the shop

B. the English classroom

C. the station café

**Answer:** They will meet at the station café.

**Why:** Tom says “At the station café”.

**VI help:** Tom nêu At 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.

**Example:** A: Let us meet at half past three. B: Can we meet at three? A: Yes. Wednesday at three. B: At the station café? A: Yes.

### 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.

**Example:** Hello, Tom. We meet on Wednesday at three in the afternoon. The place is the station café. My bus leaves at four. See you there.

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?

**Answer:** Do you work on Monday?

**Why:** Use do with you.

**VI help:** You dùng do.

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

**Answer:** Does Kim work on Friday?

**Why:** Kim is one person; use does.

**VI help:** Kim thay bằng she nên dùng does.

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

**Answer:** Does she work at night?

**Why:** After does, use the base verb.

**VI help:** Sau does dùng động từ cơ bản.

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

**Answer:** The class is on Wednesday.

**Why:** Use on before a day.

**VI help:** On đứng trước ngày.

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

**Answer:** We meet at three.

**Why:** Use at before a clock time.

**VI help:** At đứng trước giờ.

**W06D3Q06.** Choose the correct question about free time.

A. Does you free?

B. Are you free?

C. Do you free?

**Answer:** Are you free?

**Why:** Free describes a person, so use be in Are you free?

**VI help:** Free là tính từ, dùng be.

## 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.

**Example:** Do you work on Monday? Do you study at night? Do you meet friends on Sunday? Does Kim work on Wednesday?

## 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.

**Example:** Does Kim work on Wednesday? No, she does not. Does she study English? Yes, she does. Does she work on Monday? Yes, she does.

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 ___.

**Answer:** The class is on Monday.

**Why:** The required day is Monday.

**VI help:** Cụm cần dùng là Monday. Câu đầy đủ: The class is on Monday.

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

**Answer:** I am free on Wednesday.

**Why:** The required day is Wednesday.

**VI help:** Cụm cần dùng là Wednesday. Câu đầy đủ: I am free on Wednesday.

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

**Answer:** We meet on Friday.

**Why:** The required day is Friday.

**VI help:** Cụm cần dùng là Friday. Câu đầy đủ: We meet on Friday.

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

**Answer:** Do you work on Monday?

**Why:** Begin with Do you, then use work and the day phrase.

**VI help:** Mẫu đúng: Do you work on Monday? Nghĩa: Bạn làm việc vào thứ Hai không?

**Also accepted:** On Monday, do you work? / On Monday do you work?

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

**Answer:** Does she study on Friday?

**Why:** Begin with Does she and use the base verb study.

**VI help:** Mẫu đúng: Does she study on Friday? Nghĩa: Cô ấy học vào thứ Sáu không?

**Also accepted:** On Friday, does she study? / On Friday does she study?

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

**Answer:** I do not work on Sunday.

**Why:** Use I do not work, then on Sunday.

**VI help:** Mẫu đúng: I do not work on Sunday. Nghĩa: Tôi không làm việc vào Chủ nhật.

**Also accepted:** On Sunday, I do not work. / On Sunday I do not work.

### 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.

**Example:** Are you free on Sunday morning? Let us meet at half past nine. Is the park café OK? Good. Sunday at nine thirty.

### 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.

**Example:** Hello, Ben. Are you free on Sunday morning? I do not work on Sunday. Let us meet at half past nine at the park café. Please tell me if this time is good for you.

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

**Answer:** Kim has both work and an appointment on Friday.

**Why:** Friday has work in the morning and an appointment at 14:30.

**VI help:** Thứ Sáu làm buổi sáng và hẹn lúc 14:30.

**W06D5Q02.** Read. What does Kim do on Sunday?

A. Visits her family

B. Works in the shop

C. Meets Tom at three

**Answer:** Kim visits her family.

**Why:** The text says she visits her family on Sunday.

**VI help:** Bài đọc nêu visits her family.

**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

**Answer:** The confirmed time is 3:00.

**Why:** Tom confirms Wednesday at three.

**VI help:** Tom chốt Wednesday at three.

**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

**Answer:** Kim wants the earlier time because her bus leaves at four.

**Why:** Kim explains that her bus leaves at four.

**VI help:** Kim giải thích xe buýt rời lúc 4.

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

**Answer:** 9:15 is quarter past nine.

**Why:** Quarter past means fifteen minutes after the hour.

**VI help:** Quarter past nghĩa là 15 phút sau giờ.

**Also accepted:** a quarter past / fifteen past

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

**Answer:** The word is weekend.

**Why:** The word is weekend. Example: I work at the weekend.

**VI help:** Đáp án: weekend. Ví dụ sử dụng: I work at the weekend.

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

**Answer:** The word is appointment.

**Why:** The word is appointment. Example: My appointment is at ten.

**VI help:** Đáp án: appointment. Ví dụ sử dụng: My appointment is at ten.

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

**Answer:** The word is free.

**Why:** The word is free. Example: Are you free at two?

**VI help:** Đáp án: free. Ví dụ sử dụng: Are you free at two?

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

**Answer:** Does she work on Friday?

**Why:** Use the base verb work after does.

**VI help:** Sau does dùng động từ cơ bản work.

**Also accepted:** On Friday, does she work? / On Friday does she work?

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

**Answer:** I am free on Monday.

**Why:** Use on before a day of the week.

**VI help:** Dùng on trước ngày trong tuần.

**Also accepted:** I'm free on Monday. / On Monday, I am free. / On Monday, I'm free. / On Monday I am free. / On Monday I'm free.

### 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.

**Example:** Are you free on Monday at quarter past ten? Can we meet at half past ten? Yes. Monday at ten thirty.

### 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.

**Example:** Mai works on Tuesday. She studies English on Thursday at seven. She visits a friend on Saturday at ten. She does not work on Sunday.

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

**Answer:** The book club is at Green Library.

**Why:** The Monday row gives Green Library.

**VI help:** Đọc dòng của book club.

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

**Answer:** The bike appointment is on 7 July.

**Why:** The Tuesday row is dated 7 July.

**VI help:** Cần ngày trong tháng, không chỉ thứ Ba.

**Also accepted:** July 7 / 7th July / July 7th

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

A. Wednesday afternoon

B. Tuesday morning

C. Friday morning

**Answer:** Jordan is free on Wednesday afternoon.

**Why:** The final paragraph states this directly.

**VI help:** Không suy ra từ ô trống nếu văn bản đã nói rõ.

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

**Answer:** English practice is at 3:30 p.m.

**Why:** The Thursday row gives 3:30 p.m.

**VI help:** Xem giờ ở dòng Thursday.

**Also accepted:** 3:30 / 15:30 / three thirty / half past three / 3:30 pm / 3:30pm / 3.30 pm / 3.30 / 15.30

## 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.

**Answer:** Nadia sends the invitation.

**Why:** The message is signed Nadia.

**VI help:** Tên cuối tin là người gửi.

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

A. Food

B. A hat

C. A bottle of water

**Answer:** Mei should bring a hat.

**Why:** Nadia asks Mei to bring a hat and says food and water are available.

**VI help:** Phân biệt đồ cần mang với đồ có sẵn.

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

**Answer:** The house number is 18.

**Why:** The address is 18 Lake Road.

**VI help:** Chỉ cần số nhà.

**Also accepted:** eighteen

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

A. By Sunday

B. By Monday

C. By Friday

**Answer:** Mei should send a reply by Friday.

**Why:** The invitation explicitly requests a reply by Friday.

**VI help:** Hạn hồi đáp khác ngày đến chơi.

## 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.

**Customer:** Hello. I have a bike appointment on Tuesday morning, but I work then. Can I change it?

**Staff:** Of course. What is your name?

**Customer:** Alex Stone. The appointment is at ten.

**Staff:** I can see it here. We have a free time on Thursday at eleven thirty.

**Customer:** Thursday morning is difficult. Do you have a time in the afternoon?

**Staff:** Yes. Thursday at two fifteen is free.

**Customer:** That is good. Thursday at two fifteen, please.

**Staff:** Yes. Please bring your bike to the side door.

**Customer:** The side door. Thank you. See you on Thursday.

**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.

**Answer:** Alex changes it because of work on Tuesday morning.

**Why:** Alex says the original morning appointment is when Alex works.

**VI help:** Lý do có trong lời mở đầu.

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

**Answer:** The final appointment is on Thursday.

**Why:** The staff and customer agree Thursday.

**VI help:** Nghe lịch cuối cùng được đồng ý.

**Also accepted:** on Thursday

**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.

**Answer:** Alex accepts 2:15 p.m.

**Why:** Alex rejects a morning time and accepts two fifteen in the afternoon.

**VI help:** Không lấy giờ đầu tiên nhân viên đề nghị.

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

**Answer:** Alex should use the side door.

**Why:** The staff asks Alex to bring the bike to the side door.

**VI help:** Ghi loại cửa được nhắc đến.

**Also accepted:** side door

## 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.

**Lila:** Owen, are we meeting at the café at four on Saturday?

**Owen:** Yes, but the café closes at four this week. We need another place.

**Lila:** What about the library? It has a quiet table near the window.

**Owen:** Good idea. Is four still a good time for you?

**Lila:** Yes. I finish work at three and walk to the library.

**Owen:** Let’s meet at the front door at four, then study for an hour.

**Lila:** OK. I have my English book. Do I need my laptop?

**Owen:** No. Please bring a pen. I have paper for us both.

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

**Answer:** They meet on Saturday.

**Why:** The opening question gives Saturday, and the day is not changed.

**VI help:** Chỉ địa điểm thay đổi trong cuộc nói chuyện.

**Also accepted:** on Saturday

**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.

**Answer:** They need another place because the café closes at four.

**Why:** Owen states the closing time as the problem.

**VI help:** Nghe lý do đổi chỗ.

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

**Answer:** They agree to meet at the library’s front door.

**Why:** They choose the library, then Owen specifies its front door.

**VI help:** Cần ghi cả thư viện và cửa trước.

**Also accepted:** the library front door / front door of the library / at the front door of the library / the front door of the library / at the library’s front door / the library’s front door

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

A. A pen

B. A laptop

C. Paper for both

**Answer:** Owen asks Lila to bring a pen.

**Why:** Owen has paper and says a laptop is not needed.

**VI help:** Đồ cần mang được chốt ở cuối.

## Language in new situations

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

**Answer:** Let’s meet on 9 July.

**Why:** Use on with a date.

**VI help:** On đi với ngày trong lịch.

**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.

**Answer:** Monday at three, at East Library.

**Why:** It gives the day, time and place.

**VI help:** Lịch rõ cần ngày, giờ và nơi.

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

**Answer:** Are you free on Sunday?

**Why:** Free is used with be; the question begins Are you.

**VI help:** Free là tính từ trong mẫu Are you free?

**Also accepted:** are

**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?

**Answer:** Sorry, I’m busy. Are you free at four?

**Why:** This gives a problem and suggests a possible later time.

**VI help:** Đề nghị giờ sau khi hết bận.

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

**Answer:** Half past four in the afternoon is 4:30 p.m.

**Why:** Half past adds thirty minutes; afternoon makes it p.m.

**VI help:** Có thể dùng dạng 24 giờ 16:30.

**Also accepted:** 4:30 pm / 4.30 p.m. / 16:30 / 16.30 / 4:30pm / 4.30 pm

**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?

**Answer:** What is the date?

**Why:** Date asks which day of the month, rather than a place or colour.

**VI help:** Date là ngày trong lịch.

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

**Answer:** I am free in the evening.

**Why:** Use in with the evening.

**VI help:** Cụm đúng là in 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 ___.”

**Answer:** Good. See you then.

**Why:** Then refers to the agreed meeting time.

**VI help:** Then thay cho thời điểm đã hẹn.

## 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.

**Partner only:** 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.

**One possible exchange:** A: Are you free on Monday at four?
B: Sorry, I'm busy.
A: What about Tuesday at ten?
B: I'm busy then too. Are you free on Wednesday at five?
A: Yes. Let's meet then. What room?
B: Room six.
A: Wednesday at five, room six.
B: Yes. See you then.

**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.

## 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.

**Partner only:** 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.

**One possible exchange:** A: Hi. Can we change our meeting on Friday at eleven? I work until twelve.
B: Yes. What time is good for you?
A: One o'clock. Are you free?
B: Yes. At the same café?
A: Yes, North Café. Friday at one.
B: See you then.

**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.

## 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.

**One possible response:** Thanks for your invitation. I am busy on Saturday morning. Can we meet at the park on Sunday at ten instead? Is that OK for you?

• 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.

## 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.

**One possible response:** Name: Emil Day
Appointment: English support
Day and date: Wednesday 15 July
Time: 2:30 p.m.
Place: room 9

• 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.

## Return after 1, 3 and 7 days

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

**Possible answer:** On Friday, at four, in the afternoon.

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

**Possible answer:** One possible answer: Are you free at three?

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

**Possible answer:** One possible answer: We meet at Green Library on Monday 6 July at five in the afternoon.

## 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.

**Sam:** Where is my key? Is it on the table?

**An:** No. There are two cups on the table, but no key.

**Sam:** Is it under my bag?

**An:** Your bag is on the chair. Let me look. No, the key is not there.

**Sam:** What is behind the lamp?

**An:** A small box. Oh, your key is in the box.

**Sam:** Thank you. I need it now.

**An:** Please put the box next to the door next time.

# 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

**Answer:** An lives in a small flat.

**Why:** The opening sentence says An lives in a small flat.

**VI help:** Câu đầu: An lives in a small flat.

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

A. two

B. three

C. one

**Answer:** There are two chairs.

**Why:** The text says “There are two chairs”.

**VI help:** There are two chairs.

**W07D1Q03.** Read. What is the desk next to?

A. the door

B. the sofa

C. the window

**Answer:** The desk is next to the window.

**Why:** The text describes a desk next to the window.

**VI help:** A desk next to the window.

**W07D1Q04.** Read. Where is An’s bag?

A. in the kitchen

B. under the desk

C. on the bed

**Answer:** An’s bag is under the desk.

**Why:** The text says An’s bag is under the desk.

**VI help:** An’s bag is under the desk.

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

A. three

B. two

C. four

**Answer:** There are three books next to the lamp.

**Why:** The text says there are three books next to the lamp.

**VI help:** There are three books next to the lamp.

**W07D1Q06.** Read. Why does An like the flat?

A. It has a sofa

B. It is very large

C. It is near work

**Answer:** An likes the flat because it is near work.

**Why:** The reason given is that it is near work.

**VI help:** Câu nêu because 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.

**Example:** An lives in a small flat. There is a desk next to the window. There are two chairs. The bag is under the desk.

### 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.

**Example:** An lives in a small flat. There is a desk next to the window. There are two chairs. The bag is under the desk.

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

**Answer:** Sam is looking for a key.

**Why:** Sam begins by asking “Where is my key?”

**VI help:** Câu mở đầu hỏi Where is my key?

**W07D2Q02.** Listen. What is on the table?

A. two keys

B. three books

C. two cups

**Answer:** Two cups are on the table.

**Why:** An says there are two cups.

**VI help:** An nói There are two cups.

**W07D2Q03.** Listen. Where is Sam’s bag?

A. behind the lamp

B. on the chair

C. under the desk

**Answer:** Sam’s bag is on the chair.

**Why:** An says “Your bag is on the chair”.

**VI help:** Your bag is on the chair.

**W07D2Q04.** Listen. What is behind the lamp?

A. a small box

B. a window

C. a sofa

**Answer:** A small box is behind the lamp.

**Why:** An answers “A small box”.

**VI help:** An trả lời A small box.

**W07D2Q05.** Listen. Where do they find the key?

A. under the bag

B. on the table

C. in the box

**Answer:** They find the key in the box.

**Why:** An says the key is in the box.

**VI help:** Your key is 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

**Answer:** An wants the box next to the door next time.

**Why:** The final turn suggests next to the door.

**VI help:** Câu cuối nêu next to the door.

### 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.

**Example:** Sam needs a key. The key is not on the table. It is in a box behind the lamp. An helps Sam find it.

### 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.

**Example:** Sam needs a key. The key is not on the table. It is in a box behind the lamp. An helps Sam find it.

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.

**Answer:** There is a kitchen.

**Why:** One kitchen takes is.

**VI help:** Một nhà bếp dùng is.

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

**Answer:** There are three books.

**Why:** Three books is plural.

**VI help:** Three books là số nhiều.

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

**Answer:** Is there a lamp?

**Why:** A singular question uses Is there.

**VI help:** Câu hỏi số ít dùng Is there.

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

**Answer:** Next to the window.

**Why:** The correct phrase is next to.

**VI help:** Cụm đúng là next to.

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

**Answer:** The bag is under the desk.

**Why:** Under gives a position below the desk.

**VI help:** Under chỉ vị trí phía dưới.

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

**Answer:** There is a desk. The desk is small.

**Why:** The second mention refers to a desk already introduced, so use the.

**VI help:** Lần thứ hai nói vật đã xác định, dùng the.

## 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.

**Example:** There is a table in my room. There are two chairs. The lamp is on the table. My bag is under a chair.

## 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.

**Example:** There is a table in my room. There are two chairs. The lamp is on the table. My bag is under a chair.

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.

**Answer:** The bedroom is small.

**Why:** The room word is bedroom.

**VI help:** Cụm cần dùng là bedroom. Câu đầy đủ: The bedroom is small.

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

**Answer:** The kitchen is bright.

**Why:** The room word is kitchen.

**VI help:** Cụm cần dùng là kitchen. Câu đầy đủ: The kitchen 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.

**Answer:** The living room has a window.

**Why:** The room name is living room.

**VI help:** Cụm cần dùng là living room. Câu đầy đủ: The living room has a window.

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

**Answer:** There is a bed.

**Why:** Introduce one object with There is a.

**VI help:** Mẫu đúng: There is a bed. Nghĩa: Có một chiếc giường.

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

**Answer:** There are two chairs.

**Why:** Use There are before the plural two chairs.

**VI help:** Mẫu đúng: There are two chairs. Nghĩa: Có hai chiếc ghế.

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

**Answer:** Is there a window?

**Why:** Start the question with Is there.

**VI help:** Mẫu đúng: Is there a window? Nghĩa: Có cửa sổ không?

### 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.

**Example:** My study room is small. There is a desk next to the window. There are two chairs and a lamp. The lamp is on the desk. My bag is under a chair. There is not a TV in the room.

### 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.

**Example:** My study room is small. There is a desk next to the window. There are two chairs and a lamp. The lamp is on the desk. My bag is under a chair. There is not a TV in the room.

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

**Answer:** No. There is not a sofa in An’s bedroom.

**Why:** The bedroom description says there are two chairs, but there is not a sofa.

**VI help:** Phần miêu tả phòng ngủ nói có hai ghế nhưng không có sofa.

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

A. Sunday

B. Monday

C. Saturday

**Answer:** A friend visits An on Saturday.

**Why:** The text says a friend visits on Saturday.

**VI help:** A friend visits on Saturday.

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

A. Not stated

B. No

C. Yes

**Answer:** No. The key is in the box.

**Why:** The key is in the box, not under the bag.

**VI help:** Nó ở trong hộp, không ở dưới túi.

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

A. behind the lamp

B. next to the door

C. on the chair

**Answer:** The box is behind the lamp.

**Why:** The box is behind the lamp. Next to the door is a suggestion for next time.

**VI help:** Next to the door là lời đề nghị cho lần sau.

**W07D5Q05.** Choose the correct sentence for two chairs.

A. There is two chairs.

B. There two chairs.

C. There are two chairs.

**Answer:** There are two chairs.

**Why:** Plural chairs needs there are.

**VI help:** Số nhiều cần there are.

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

**Answer:** The word is table.

**Why:** The word is table. Example: There is a table.

**VI help:** Đáp án: table. Ví dụ sử dụng: There is a table.

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

**Answer:** The word is chair.

**Why:** The word is chair. Example: There are two chairs.

**VI help:** Đáp án: chair. Ví dụ sử dụng: There are two chairs.

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

**Answer:** The word is window.

**Why:** The word is window. Example: The window is open.

**VI help:** Đáp án: window. Ví dụ sử dụng: The window is open.

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

**Answer:** There are two chairs.

**Why:** Two chairs is plural, so use are.

**VI help:** Two chairs là số nhiều, dùng are.

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

**Answer:** The bag is next to the chair.

**Why:** Use the full phrase next to.

**VI help:** Cụm đầy đủ là next to.

**Also accepted:** The bag's next to 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.

**Example:** There are three chairs in the room. There is a table next to the door. The books are on the table. There is a bag under one chair. Is there a window?

### 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.

**Example:** There are three chairs in the room. There is a table next to the door. The books are on the table. There is a bag under one chair. Is there a window?

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

**Answer:** Sol’s bedroom is upstairs, next to the bathroom.

**Why:** The note gives both upstairs and next to the bathroom.

**VI help:** Cần đủ hai phần vị trí.

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

**Answer:** The clean towel is on Sol’s bed.

**Why:** The note says there is a clean towel on the bed.

**VI help:** Không nhầm với vị trí gối.

**Also accepted:** on your bed / on Sol’s bed / on Sol's bed

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

A. The blue cup

B. The shoes

C. Two extra pillows

**Answer:** Two extra pillows are inside the tall cupboard.

**Why:** The second object sentence names two extra pillows.

**VI help:** Chú ý đúng tủ được nhắc tới.

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

**Answer:** Sol should close the kitchen window.

**Why:** Tari asks Sol to close the kitchen window before going out.

**VI help:** Câu hỏi hỏi vật cần đóng.

**Also accepted:** kitchen window / the window / window

## 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.

**Answer:** The laundry room closes at 8:00 p.m.

**Why:** The hours end at 8:00 p.m.

**VI help:** Chọn giờ cuối của khoảng mở cửa.

**Also accepted:** 8 p.m. / 8pm / eight in the evening / 20:00 / 8:00 pm / 8:00pm / 8.00 pm / 8 pm / 20.00

**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

**Answer:** People should write their name and start time.

**Why:** The notice asks for those two details before use.

**VI help:** Cần đọc cả hai thông tin.

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

**Answer:** A wash takes forty minutes.

**Why:** The notice states the wash duration.

**VI help:** Thời lượng khác với giờ đóng cửa.

**Also accepted:** forty / 40 minutes / forty minutes

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

A. Wet shoes

B. Clean clothes

C. Soap for everyone

**Answer:** The small table is for clean clothes.

**Why:** The last paragraph says what the table is for.

**VI help:** Không tự gán công dụng khác.

## 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.

**Eden:** Hi, Rafi. I am in your kitchen. Where are the big plates for dinner?

**Rafi:** They are inside the white cupboard, on the bottom shelf.

**Eden:** I can see the small plates, but not the big ones.

**Rafi:** The big plates are behind the small ones. Please move the small plates first.

**Eden:** Oh, yes. Here they are. And where are the forks?

**Rafi:** In the drawer beside the cooker.

**Eden:** Thanks. There are four people for dinner. Do we need four glasses too?

**Rafi:** Yes, please. The glasses are on the table already.

**Eden:** Great. I can put the plates and forks there now.

**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

**Answer:** The big plates are behind the small plates in the cupboard.

**Why:** Rafi explains why Eden first sees only the small plates.

**VI help:** Nghe vị trí được nói thêm sau khi Eden chưa thấy.

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

**Answer:** The cupboard is white.

**Why:** Rafi says “the white cupboard”.

**VI help:** Chỉ cần màu tủ.

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

A. In the drawer beside the cooker

B. In the white cupboard

C. Under the table

**Answer:** The forks are in the drawer beside the cooker.

**Why:** Rafi answers the second location question with the drawer.

**VI help:** Phân biệt nơi để đĩa với nơi để nĩa.

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

**Answer:** They need four glasses.

**Why:** Eden asks about four glasses for four people, and Rafi says yes.

**VI help:** Số lượng được xác nhận trong lượt trả lời.

**Also accepted:** four / four glasses / 4 glasses

## 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.

**Host:** Welcome, Uma. Come in. You can leave your coat on the hook beside the door.

**Visitor:** Thank you. Where can I put my suitcase?

**Host:** Please put it under the table for now. Your room is not ready yet.

**Visitor:** No problem. Is there a place for my wet umbrella?

**Host:** Yes. There is a tall green pot outside the door. Please put it there.

**Visitor:** OK. May I use the bathroom?

**Host:** Of course. It is the first door on your left. There is a blue towel for you.

**Visitor:** Thank you. That is very helpful.

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

**Answer:** Uma should leave her coat on the hook beside the door.

**Why:** The host gives this instruction first.

**VI help:** Nêu móc treo là đủ; có thể thêm vị trí cạnh cửa.

**Also accepted:** on the hook / the hook beside the door / the hook / a hook / on a hook

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

A. On the bed

B. Under the table

C. Beside the green pot

**Answer:** The suitcase should go under the table for now.

**Why:** The guest room is not ready, so the host gives a temporary place.

**VI help:** Nghe nơi tạm để va-li.

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

**Answer:** The umbrella pot is green.

**Why:** The host describes a tall green pot outside the door.

**VI help:** Chỉ viết màu của chậu.

**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

**Answer:** The bathroom is the first door on the left.

**Why:** The host gives first door and left together.

**VI help:** Đối chiếu cả số thứ tự và hướng.

## Language in new situations

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

**Answer:** There are three cups on the shelf.

**Why:** Three cups is plural, so use are.

**VI help:** Ba chiếc cốc là số nhiều.

**P05-U-Q02.** Choose the polite instruction.

A. Please close the window.

B. Please closes the window.

C. Please the window close is.

**Answer:** Please close the window.

**Why:** Use the base verb close after please.

**VI help:** Động từ chỉ dẫn không thêm s.

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

**Answer:** The plate is in the cupboard.

**Why:** Inside the cupboard and in the cupboard give the same location here.

**VI help:** In chỉ vị trí bên trong.

**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

**Answer:** Keep the place by that door free of bags.

**Why:** Do not tells people not to leave bags in that place.

**VI help:** Thông báo yêu cầu không để túi cạnh cửa này.

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

**Answer:** Is there a towel in the bathroom?

**Why:** One towel takes Is there in a question.

**VI help:** Một chiếc khăn dùng Is there.

**Also accepted:** is

**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.

**Answer:** The shelf has a lamp on it.

**Why:** Both sentences place the lamp on the shelf.

**VI help:** On được giữ nguyên nghĩa.

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

**Answer:** Please put your bag under the chair.

**Why:** An instruction uses the base verb put.

**VI help:** Dùng dạng nguyên mẫu put.

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

**Answer:** Please do not leave cups on the floor.

**Why:** Do not makes a negative instruction; don’t is the usual contraction.

**VI help:** Chấp nhận do not hoặc dạng rút gọn don’t.

**Also accepted:** don’t / don't

## 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.

**Partner only:** 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.

**One possible exchange:** B: What do you have?
A: A wet coat. Where can I put it?
B: On the hook outside the bathroom.
A: Outside the bathroom. And my backpack?
B: Under the hall bench.
A: Where does my helmet go?
B: On the top shelf beside the front door.
A: Coat on the hook, backpack under the bench, helmet on the top shelf. Is that right?
B: Yes.

**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.

## 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.

**Partner only:** 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.

**One possible exchange:** A: There is one desk and there are two chairs. A lamp is on the desk. The notebook is under the lamp. The plant is beside the desk, on the floor.
B: Are there two desks?
A: No, one desk.
B: Is the plant on the desk?
A: No. It is on the floor, beside the desk.
B: On the floor beside the desk.
A: Yes.

**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.

## 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.

**One possible response:** Hi Jo. Your room is beside the kitchen. There is a towel on the bed. The cups are in the white cupboard. Please close the front door when you come in.

• 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.

## 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.

**One possible response:** SHARED KITCHEN
Open 7:00 a.m.-9:00 p.m.
Please wash your cups after use. Leave the table clear for the next person. Thank you for your help.

• 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.

## Return after 1, 3 and 7 days

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

**Possible answer:** There is one towel. There are two pillows.

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

**Possible answer:** Please 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.

**Possible answer:** One possible answer: No. The cups are on the top shelf, not under the table.

## 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.

**Server:** Hello. What would you like?

**Customer:** An egg sandwich and a cup of tea, please.

**Server:** Sorry, we do not have any egg sandwiches now. We have chicken sandwiches.

**Customer:** OK. A chicken sandwich, please. Do you have any water?

**Server:** Yes. A bottle is one pound.

**Customer:** Then water, not tea, please.

**Server:** One chicken sandwich and one bottle of water. Five pounds, please.

**Customer:** Here you are. Thank you.

**Server:** Thank you. Your table is by the window.

# 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

**Answer:** Mia has lunch at a café near her office.

**Why:** The first sentence gives a café near her office.

**VI help:** Câu đầu nêu café near her office.

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

A. chicken

B. fish

C. egg

**Answer:** Mia chooses an egg sandwich.

**Why:** Mia would like an egg sandwich.

**VI help:** Mia would like an egg sandwich.

**W08D1Q03.** Read. What drink does Mia choose?

A. coffee

B. water

C. tea

**Answer:** Mia chooses water.

**Why:** Mia chooses water and does not want tea today.

**VI help:** Mia chọn some water và không muốn tea.

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

A. four pounds

B. five pounds

C. six pounds

**Answer:** Mia’s lunch costs four pounds.

**Why:** The sandwich is £3 and the water is £1: £3 + £1 = £4.

**VI help:** £3 sandwich + £1 nước = £4.

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

A. apples

B. The text does not say.

C. bananas

**Answer:** The café does not have bananas.

**Why:** The text says it does not have any bananas.

**VI help:** It does not have any bananas.

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

A. two

B. one

C. twelve

**Answer:** Mia starts work again at one.

**Why:** The final sentence says she starts work at one.

**VI help:** She starts work at one.

### 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.

**Example:** Mia has an egg sandwich and water. Her lunch is four pounds. She does not have tea. She goes back to work at one.

### 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.

**Example:** Mia has an egg sandwich and water. Her lunch is four pounds. She does not have tea. She goes back to work at one.

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

**Answer:** The customer first asks for an egg sandwich.

**Why:** The first order is an egg sandwich.

**VI help:** Lượt đầu gọi an egg sandwich.

**W08D2Q02.** Listen. What food is unavailable?

A. water

B. egg sandwiches

C. chicken sandwiches

**Answer:** Egg sandwiches are unavailable.

**Why:** The server says there are no egg sandwiches now.

**VI help:** Nhân viên nói không còn egg sandwiches.

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

A. chicken

B. egg

C. fish

**Answer:** The customer finally chooses a chicken sandwich.

**Why:** The customer agrees to a chicken sandwich.

**VI help:** Khách đồng ý đổi sang chicken.

**W08D2Q04.** Listen. What drink is finally agreed?

A. tea

B. coffee

C. water

**Answer:** Water is the final drink.

**Why:** The customer says “Then water, not tea”.

**VI help:** Then water, not tea.

**W08D2Q05.** Listen. What is the final bill?

A. four pounds

B. five pounds

C. six pounds

**Answer:** The final bill is five pounds.

**Why:** The server confirms five pounds.

**VI help:** Nhân viên xác nhận Five pounds.

**W08D2Q06.** Listen. Where is the customer's table?

A. by the window

B. by the door

C. outside

**Answer:** The customer's table is by the window.

**Why:** The server says the table is by the window.

**VI help:** Your table is by the window.

### 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.

**Example:** The customer first asks for an egg sandwich. There are no egg sandwiches. The customer chooses chicken and water. The bill is five pounds.

### 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.

**Example:** The customer first asks for an egg sandwich. There are no egg sandwiches. The customer chooses chicken and water. The bill is five pounds.

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.

**Answer:** I would like an apple.

**Why:** Apple begins with a vowel sound.

**VI help:** Apple bắt đầu bằng âm nguyên âm.

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

**Answer:** We have some rice.

**Why:** Some is used for an amount in this positive statement.

**VI help:** Câu khẳng định dùng some.

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

**Answer:** We do not have any eggs.

**Why:** Use any in this ordinary negative statement.

**VI help:** Câu phủ định dùng any.

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

**Answer:** Do you have any bread? Also possible: Do you have some bread?

**Why:** Any is the usual neutral question. Some is also possible when the speaker expects bread to be available or is asking for some. Both are accepted because the prompt does not rule out that meaning.

**VI help:** Any thường dùng cho câu hỏi trung tính. Some cũng đúng khi người nói nghĩ có bánh mì hoặc đang xin bánh mì; đề không loại trừ cách hiểu này nên chấp nhận cả hai.

**Also accepted:** some

**W08D3Q05.** Complete: a bottle ___ water.

**Answer:** A bottle of water.

**Why:** Use of after the container and before the drink.

**VI help:** Đơn vị lượng + of + danh từ.

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

**Answer:** I would like some tea.

**Why:** The polite phrase is would like.

**VI help:** Cụm lịch sự là would like.

## 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.

**Example:** We have some rice. We do not have any eggs. I would like an apple. I would like a bottle of water.

## 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.

**Example:** We have some rice. We do not have any eggs. I would like an apple. I would like a bottle of water.

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 ___.

**Answer:** There is some rice.

**Why:** The required word is rice.

**VI help:** Cụm cần dùng là rice. Câu đầy đủ: There is some rice.

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

**Answer:** I would like some water.

**Why:** The required word is water.

**VI help:** Cụm cần dùng là water. Câu đầy đủ: I would like some water.

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

**Answer:** We have some bread.

**Why:** The required word is bread.

**VI help:** Cụm cần dùng là bread. Câu đầy đủ: We have some bread.

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

**Answer:** I would like an apple.

**Why:** Use I would like, then an apple.

**VI help:** Mẫu đúng: I would like an apple. Nghĩa: Tôi muốn một quả táo.

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

**Answer:** There is some rice.

**Why:** Use There is some before the uncountable rice.

**VI help:** Mẫu đúng: There is some rice. Nghĩa: Có một ít cơm.

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

**Answer:** We do not have any eggs.

**Why:** Use We do not have, followed by any eggs.

**VI help:** Mẫu đúng: We do not have any eggs. Nghĩa: Chúng tôi không có trứng.

### 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.

**Example:** Hello. I would like a chicken sandwich and a cup of tea, please. The sandwich is four pounds and the tea is two pounds. The total is six pounds. Thank you. May I have the bill, please?

### 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.

**Example:** Hello. I would like a chicken sandwich and a cup of tea, please. The sandwich is four pounds and the tea is two pounds. The total is six pounds. Thank you. May I have the bill, please?

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

**Answer:** The total is six pounds.

**Why:** The prices are £4 and £2, giving £6.

**VI help:** Theo bảng: £4 + £2 = £6.

**W08D5Q02.** Read. Does Mia choose chicken?

A. Not stated

B. No

C. Yes

**Answer:** No. Mia chooses an egg sandwich.

**Why:** The reading says Mia chooses an egg sandwich.

**VI help:** Bài đọc nêu egg sandwich.

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

A. Egg sandwiches are unavailable

B. Chicken is cheaper

C. The customer dislikes eggs

**Answer:** The customer changes because there are no egg sandwiches.

**Why:** The server says egg sandwiches are unavailable.

**VI help:** Nhân viên nói hết egg sandwiches.

**W08D5Q04.** Listen. Does the customer finally have tea?

A. Yes

B. Not stated

C. No

**Answer:** No. The customer finally has water.

**Why:** "Water, not tea" is the final correction.

**VI help:** Water, not tea là lời sửa cuối.

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

A. three breads

B. some bread

C. a bread

**Answer:** Some bread.

**Why:** Bread is uncountable in this food context.

**VI help:** Trong bài bread là danh từ không đếm được.

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

**Answer:** The word is apple.

**Why:** The word is apple. Example: I would like an apple.

**VI help:** Đáp án: apple. Ví dụ sử dụng: I would like an apple.

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

**Answer:** The word is egg.

**Why:** The word is egg. Example: There are two eggs.

**VI help:** Đáp án: egg. Ví dụ sử dụng: There are two eggs.

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

**Answer:** The word is chicken.

**Why:** The word is chicken. Example: I eat chicken for lunch.

**VI help:** Đáp án: chicken. Ví dụ sử dụng: I eat chicken for lunch.

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

**Answer:** I would like some rice.

**Why:** Rice is uncountable when ordering an amount here. I would like rice is also valid.

**VI help:** Rice không đếm được trong ngữ cảnh gọi cơm.

**Also accepted:** I would like rice. / I'd like some rice. / I'd like rice.

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

**Answer:** We do not have any eggs. Also possible: We do not have eggs; We have no eggs.

**Why:** Any is usual in this ordinary negative statement. Omitting any or using no eggs also correctly says that no eggs are available.

**VI help:** Any thường dùng trong câu phủ định này. Bỏ any hoặc dùng no eggs cũng diễn đạt đúng ý không có trứng.

**Also accepted:** We don't have any eggs. / We do not have eggs. / We don't have eggs. / We have no 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.

**Example:** I would like an egg sandwich and a bottle of water. The sandwich is three pounds. The water is one pound. The total is four pounds. Do you have any apples?

## 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.

**Example:** I would like an egg sandwich and a bottle of water. The sandwich is three pounds. The water is one pound. The total is four pounds. Do you have any apples?

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

**Answer:** Tomato soup includes bread in its price.

**Why:** The menu says “Tomato soup with bread” and confirms bread is included.

**VI help:** Bánh mì nằm trong giá súp.

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

**Answer:** Rice and beans with water cost seven pounds.

**Why:** The meal is £6 and water is £1: £6 + £1 = £7.

**VI help:** Cộng đúng hai giá trên menu.

**Also accepted:** 7 pounds / seven pounds / seven / 7

**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

**Answer:** Rice and beans have no meat or fish.

**Why:** The menu explicitly describes this meal as having no meat or fish.

**VI help:** Dùng thông tin được ghi, không đoán thành phần.

**P06-R1-Q04.** Read. Where should customers order? Write a short phrase.

**Answer:** Customers should order at the counter.

**Why:** The last sentence says “Please order at the counter”.

**VI help:** Tìm chỉ dẫn ở cuối thực đơn.

**Also accepted:** the counter / counter

## 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.

**Answer:** Collection is at 12:30.

**Why:** The heading gives the collection time.

**VI help:** Thời gian nằm ở đầu đơn.

**Also accepted:** 12:30 p.m. / twelve thirty / half past twelve / 12.30 / 12:30 pm / 12:30pm / 12.30 pm

**P06-R2-Q02.** Read. What drink does Kit order?

A. Tea

B. Coffee

C. A bottle of water

**Answer:** Kit orders a bottle of water.

**Why:** Kit's line gives water; Nora's line gives tea.

**VI help:** Đọc đúng dòng của Kit.

**P06-R2-Q03.** Read. What does Nora want in her tea: sugar or no sugar? Write a short phrase.

**Answer:** Nora wants tea without sugar.

**Why:** Nora's line explicitly says without sugar.

**VI help:** Without sugar nghĩa là không đường.

**Also accepted:** without sugar

**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.

**Answer:** They do not need spoons and forks because they have them at work.

**Why:** The note gives this reason directly.

**VI help:** Nguyên nhân được ghi trong đoạn cuối.

## 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.

**Server:** Hello. What would you like for lunch?

**Customer:** I do not want a large meal. What is in the fruit bowl?

**Server:** Apples, oranges and grapes. It is three pounds.

**Customer:** That sounds good. I like all those fruits. One fruit bowl, please.

**Server:** Would you like a drink?

**Customer:** Yes, tea without sugar. I do not like coffee.

**Server:** The tea is two pounds. Is this to eat here or take away?

**Customer:** To eat here, please.

**Server:** That is five pounds. Please take this number to your table.

**Customer:** Thank you. I can sit by the door.

**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

**Answer:** The customer orders a fruit bowl.

**Why:** After asking what is in it, the customer orders one fruit bowl.

**VI help:** Phân biệt hỏi thông tin với quyết định gọi món.

**P06-L1-Q02.** Listen. What drink does the customer choose? Write the drink only.

**Answer:** The customer chooses tea.

**Why:** The customer asks for tea without sugar.

**VI help:** Chỉ cần tên đồ uống.

**P06-L1-Q03.** Listen. Where will the customer eat?

A. At work

B. At home

C. In the café

**Answer:** The customer will eat in the café.

**Why:** The customer says “To eat here, please”.

**VI help:** Here chỉ quán đang phục vụ.

**P06-L1-Q04.** Listen. What is the total price? Write an amount.

**Answer:** The total is five pounds.

**Why:** The fruit bowl is £3 and tea is £2; the server confirms £5.

**VI help:** Tổng được tính và nói rõ.

**Also accepted:** 5 pounds / five pounds / five / 5

## 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.

**Customer:** Hello. I am here for order twenty-four: two soups and two teas.

**Server:** Yes. Here is your bag. The total is twelve pounds.

**Customer:** Thank you. May I check it? I can see two soups and two drinks, but there is no bread.

**Server:** You are right. Bread is included with each soup. I am sorry. Here are two pieces of bread.

**Customer:** Thank you. Are the teas without sugar?

**Server:** Yes, both are without sugar. Do you need spoons?

**Customer:** No, thank you. We have spoons at the office.

**Server:** Everything is ready now. Have a good lunch.

**P06-L2-Q01.** Listen to the collection conversation. What is the order number?

**Answer:** The order number is twenty-four.

**Why:** The customer gives order twenty-four in the opening turn.

**VI help:** Số đơn khác tổng tiền.

**Also accepted:** twenty-four / twenty four / order 24

**P06-L2-Q02.** Listen. What is missing from the bag at first?

A. Bread

B. Soup

C. Tea

**Answer:** Bread is missing at first.

**Why:** The customer sees soups and drinks but no bread.

**VI help:** Nghe món còn thiếu, không phải toàn bộ đơn.

**P06-L2-Q03.** Listen. How many pieces of bread does the server add?

**Answer:** The server adds two pieces of bread.

**Why:** One piece comes with each soup, and the server adds two pieces.

**VI help:** Số lượng được nói trực tiếp.

**Also accepted:** two / two pieces / 2 pieces / two pieces of bread

**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.

**Answer:** No. They have spoons at the office.

**Why:** The customer declines spoons and gives the office as the reason.

**VI help:** Lý do nằm trong câu trả lời cuối của khách.

## Language in new situations

**P06-U-Q01.** Complete with the correct form of bowl: Two ___ of soup, please.

**Answer:** Two bowls of soup, please.

**Why:** Use the plural bowls after two.

**VI help:** Two cần danh từ số nhiều.

**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.

**Answer:** I would like a cup of tea, please.

**Why:** Would like with please makes the order clear and polite.

**VI help:** Chọn lời gọi món hoàn chỉnh.

**P06-U-Q03.** Complete with a or some: Please put ___ water in this empty glass.

**Answer:** Please put some water in this empty glass.

**Why:** For an amount of water in a glass, use some water.

**VI help:** Không dùng a trước lượng nước trong cốc.

**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.

**Answer:** I like tomato soup.

**Why:** Like tells the listener what food the speaker enjoys.

**VI help:** Like nói sở thích.

**P06-U-Q05.** Coffee costs £3. What is the total for two coffees? Write an amount.

**Answer:** Two coffees cost six pounds.

**Why:** £3 + £3 = £6.

**VI help:** Đơn giá nhân hai.

**Also accepted:** 6 pounds / six pounds / six / 6

**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.

**Answer:** To take away, please.

**Why:** Take away means take the food out of the café.

**VI help:** Mang đồ ra khỏi quán để ăn ở nơi khác.

**P06-U-Q07.** Complete with one word: One cup ___ coffee, please.

**Answer:** One cup of coffee, please.

**Why:** Use of between the container cup and the drink coffee.

**VI help:** Cấu trúc cup of coffee.

**P06-U-Q08.** You want tea with no sugar. Complete with one word: Tea ___ sugar, please.

**Answer:** Tea without sugar, please.

**Why:** Without sugar means no sugar.

**VI help:** Without diễn đạt không có.

## 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.

**Partner only:** 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.

**One possible exchange:** A: I have seven pounds. I would like a hot meal and water. I do not eat meat or fish.
B: We have vegetable soup with bread for five pounds. It has no meat or fish.
A: How much is water?
B: One pound.
A: Soup and water, please. Is that six pounds?
B: Yes. Vegetable soup with bread and water: six pounds.

**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.

## 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.

**Partner only:** 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.

**One possible exchange:** B: Two coffees without sugar and one fruit bowl. Is that right?
A: Sorry, two teas, not coffees. Without sugar, please. And one fruit bowl.
B: Two teas without sugar and one fruit bowl.
A: Yes, thank you. That’s my order.

**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.

## 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.

**One possible response:** Hi. Please get me one bowl of tomato soup with bread and a bottle of water. I do not want tea. The total is five pounds. Thank you!

• 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.

## 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.

**One possible response:** Customer name: Nell Sage
Food and quantity: two fruit bowls
Drink and quantity: one coffee
Sugar preference: no sugar in the coffee
Collection time: 1:15 p.m.
Email: nell.sage@example.com

• 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.

## Return after 1, 3 and 7 days

**Day 1:** Close the pack. Complete the polite order: I would ___ two bowls ___ soup, please.

**Possible answer:** I would like two bowls of 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.

**Possible answer:** The total is nine pounds: £4 + £4 + £1 = £9.

**Day 7:** A server says “Three coffees”. Your order is two teas. Write a polite correction.

**Possible answer:** One possible answer: Sorry, two teas, not three coffees, please.

## 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.

**Assistant:** Hello. Can I help you?

**Customer:** Yes. I need a white shirt.

**Assistant:** What size do you need?

**Customer:** Medium. Is this one medium?

**Assistant:** No, that is small. This white shirt is medium.

**Customer:** Can I try it on?

**Assistant:** Of course. The fitting room is there.

**Customer:** It is good. How much is it?

**Assistant:** Twenty pounds.

**Customer:** Can I pay by card?

**Assistant:** Yes. Twenty pounds by card. Thank you.

## 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

**Answer:** for work

**Why:** The first sentence says Leo needs a shirt for work.

**VI help:** Câu đầu nói for work.

**W09D1Q02.** Reading: What size is the blue shirt?

A. large

B. medium

C. small

**Answer:** medium

**Why:** The reading says the blue shirt is medium.

**VI help:** Blue shirt in medium.

**W09D1Q03.** Reading: How much is the white shirt?

A. twenty-two pounds

B. twenty pounds

C. thirty-five pounds

**Answer:** twenty-two pounds

**Why:** The white shirt is twenty-two pounds.

**VI help:** White shirt is twenty-two pounds.

**W09D1Q04.** Reading: Does Leo buy the shoes?

A. Yes

B. Not stated

C. No

**Answer:** No

**Why:** No. The reading says he does not buy them.

**VI help:** He does not buy them.

**W09D1Q05.** Reading: Which item does Leo buy?

A. black shoes

B. blue shirt

C. white shirt

**Answer:** blue shirt

**Why:** He buys only the blue shirt.

**VI help:** He buys only the blue shirt.

**W09D1Q06.** Reading: How does Leo pay?

A. card

B. cash

C. bank transfer

**Answer:** card

**Why:** He pays by card.

**VI help:** He pays by card.

### 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.

**Example:** Leo needs a shirt for work. He chooses the blue shirt in medium. It is twenty pounds. He pays by card.

### 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.

**Example:** Leo needs a shirt for work. He chooses the blue shirt in medium. It is twenty pounds. He pays by card.

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

**Answer:** white

**Why:** The customer asks for a white shirt.

**VI help:** I need a white shirt.

**W09D2Q02.** Listening: What size does the customer need?

A. medium

B. small

C. large

**Answer:** medium

**Why:** The customer answers Medium.

**VI help:** Khách trả lời Medium.

**W09D2Q03.** Listening: What size is the first shirt the customer points to?

A. medium

B. large

C. small

**Answer:** small

**Why:** The assistant corrects the customer: that is small.

**VI help:** Nhân viên sửa: that is small.

**W09D2Q04.** Listening: Does the customer ask to try the shirt on?

A. Not stated

B. Yes

C. No

**Answer:** Yes

**Why:** Yes. The customer asks Can I try it on?

**VI help:** Can I try it on?

**W09D2Q05.** Listening: What is the confirmed price of the shirt?

A. twenty pounds

B. twenty-two pounds

C. thirty-five pounds

**Answer:** twenty pounds

**Why:** The assistant confirms twenty pounds.

**VI help:** Nhân viên trả lời Twenty pounds.

**W09D2Q06.** Listening: How does the customer want to pay?

A. cash

B. coins only

C. card

**Answer:** card

**Why:** The customer asks Can I pay by card?

**VI help:** Can I pay by 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.

**Example:** The customer needs a white shirt in medium. The first shirt is small. The assistant finds a medium shirt. It is twenty pounds.

### 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.

**Example:** The customer needs a white shirt in medium. The first shirt is small. The assistant finds a medium shirt. It is twenty pounds.

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.

**Answer:** This

**Why:** Use this for one thing near the speaker.

**VI help:** Một vật ở gần dùng this.

**W09D3Q02.** Complete with this or these: ___ shoes are black. The shoes are near the speaker.

**Answer:** These

**Why:** Shoes is plural, so use these for the nearby shoes.

**VI help:** Shoes số nhiều dùng these.

**W09D3Q03.** Complete with is or are: How much ___ those shoes?

**Answer:** are

**Why:** Those shoes is plural, so use are.

**VI help:** Those shoes số nhiều.

**W09D3Q04.** Complete with is or are: How much ___ that bag?

**Answer:** is

**Why:** That bag is singular, so use is.

**VI help:** That bag số ít.

**W09D3Q05.** Ask about size. Write the missing word: What ___ do you need?

**Answer:** size

**Why:** Size tells us how small or large the item needs to be.

**VI help:** Size là kích cỡ.

**W09D3Q06.** Write the missing preposition: Can I pay ___ card?

**Answer:** by

**Why:** The phrase is pay by card.

**VI help:** Cụm dùng là pay by 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.

**Example:** This shirt is blue. These shoes are black. How much is that bag? How much are those shoes?

## 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.

**Example:** This shirt is blue. These shoes are black. How much is that bag? How much are those shoes?

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.

**Answer:** shirt

**Why:** The word is shirt. The full sentence is This shirt is blue.

**VI help:** Cụm cần dùng là shirt. Câu đầy đủ: This shirt is blue.

**W09D4Q02.** Use this week's word for things worn on your feet: These ____ are black.

**Answer:** shoes

**Why:** The word is shoes. The full sentence is These shoes are black.

**VI help:** Cụm cần dùng là shoes. Câu đầy đủ: These shoes are black.

**W09D4Q03.** Use this week's word for how small or large clothes are: What ____ do you need?

**Answer:** size

**Why:** The word is size. The full question is What size do you need?

**VI help:** Cụm cần dùng là size. Câu đầy đủ: What size do you need?

**W09D4Q04.** Put all the words in order: shirt / blue / This / is.

**Answer:** This shirt is blue.

**Why:** The sentence is This shirt is blue. Use this + singular shirt + is.

**VI help:** Mẫu đúng: This shirt is blue. Nghĩa: Áo này màu xanh.

**W09D4Q05.** Put all the words in order: bag / large / That / is.

**Answer:** That bag is large.

**Why:** The sentence is That bag is large. Use that + singular bag + is.

**VI help:** Mẫu đúng: That bag is large. Nghĩa: Túi kia lớn.

**W09D4Q06.** Put all the words in order: shoes / black / These / are.

**Answer:** These shoes are black.

**Why:** The sentence is These shoes are black. Use these + plural shoes + are.

**VI help:** Mẫu đúng: These shoes are black. Nghĩa: Đôi giày này màu đen.

### 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.

**Example:** A: Can I help you? B: I need a blue shirt in medium. Can I try it on? A: Yes. B: It is good. How much is it? A: Twenty pounds. B: Can I pay by card? A: Yes.

### 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.

**Example:** A: Can I help you? B: I need a blue shirt in medium. Can I try it on? A: Yes. B: It is good. How much is it? A: Twenty pounds. B: Can I pay by card? A: Yes.

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

**Answer:** green

**Why:** The small bag in the list is green.

**VI help:** Small bag màu green.

**W09D5Q02.** Reading: Why does Leo choose the blue shirt?

A. He usually wears medium

B. It is white

C. It costs thirty-five pounds

**Answer:** He usually wears medium

**Why:** Leo usually wears medium, and the blue shirt is medium.

**VI help:** Áo xanh có cỡ medium phù hợp.

**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.

**Answer:** No. The listening price is £20, while the white shirt in the reading is £22.

**Why:** The situations are different. The listening confirms £20; the reading gives £22 for its white shirt.

**VI help:** Hai ngữ cảnh khác nhau, bản nghe xác nhận 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.

**Answer:** The assistant corrects the size: the first shirt is small, not medium.

**Why:** The customer guesses medium, and the assistant says the first shirt is small.

**VI help:** Khách hỏi medium, nhân viên nói món đó small.

**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.

**Answer:** These shirts are blue.

**Why:** Use these + plural shirts + are: These shirts are blue.

**VI help:** These + danh từ số nhiều + are.

**W09D5Q06.** Vocabulary review: Use this week’s word meaning not big.

**Answer:** small

**Why:** The word is small. Example: The small shirt is here.

**VI help:** Đáp án: small. Ví dụ sử dụng: The small shirt is here.

**W09D5Q07.** Vocabulary review: Use this week’s size word between small and large.

**Answer:** medium

**Why:** The word is medium. Example: I need a medium shirt.

**VI help:** Đáp án: medium. Ví dụ sử dụng: I need a medium shirt.

**W09D5Q08.** Vocabulary review: Use this week’s word meaning big.

**Answer:** large

**Why:** The word is large. Example: The large bag is green.

**VI help:** Đáp án: large. Ví dụ sử dụng: The large bag is green.

**W09D5Q09.** Rewrite the whole sentence correctly: These shirt is blue.

**Answer:** This shirt is blue.

**Why:** For one shirt, write This shirt is blue. A plural repair, These shirts are blue, is also accepted.

**VI help:** Shirt số ít cần this; these đi với shirts số nhiều.

**Also accepted:** These shirts are blue. / This shirt's blue.

**W09D5Q10.** Rewrite the whole question correctly: How much is these shoes?

**Answer:** How much are these shoes?

**Why:** Shoes is plural, so the question needs are: How much are these shoes?

**VI help:** Shoes số nhiều đi với are.

### 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.

**Example:** I would like the small green bag and the black shoes. The bag is fifteen pounds. The shoes are thirty-five pounds. The total is fifty pounds. Can I pay in cash?

### 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.

**Example:** I would like the small green bag and the black shoes. The bag is fifteen pounds. The shoes are thirty-five pounds. The total is fifty pounds. Can I pay in cash?

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.

**Answer:** The red coat in medium costs £29.

**Why:** The second coat line says red, medium - £29.

**P07-R1-Q02.** How much is the grey jacket? Write the price.

**Answer:** The grey jacket is nineteen pounds.

**Why:** The jacket line gives a price of £19.

**Also accepted:** 19 / nineteen pounds / 19 pounds

**P07-R1-Q03.** Where can a customer try clothes on?

A. In room 2.

B. At the main door.

C. Outside the shop.

**Answer:** A customer can try clothes on in room 2.

**Why:** The notice says that customers can try clothes on in room 2.

**P07-R1-Q04.** What time does the shop close? Write the time.

**Answer:** The shop closes at six in the evening.

**Why:** The opening-hours line ends at 18:00.

**Also accepted:** 18.00 / 6 pm / 6 p.m. / six pm / six in the evening / 6:00 pm / 6.00 pm / 6:00 p.m.

## 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.

**Answer:** It is sunny, but it is cold.

**Why:** Kim writes both sunny and cold, then says there is no rain now.

**P07-R2-Q02.** What colour hat should Bo bring? Write one colour.

**Answer:** Bo should bring a blue hat.

**Why:** Kim asks Bo to bring the blue hat.

**P07-R2-Q03.** Where does the walk start?

A. Inside the library.

B. Outside the beach café.

C. At the station.

**Answer:** The walk starts outside the beach café.

**Why:** The message gives this meeting place after the start time.

**P07-R2-Q04.** What time does the walk start? Write the time.

**Answer:** The walk starts at eleven.

**Why:** Kim writes that the walk starts at eleven.

**Also accepted:** 11 / 11:00 / 11.00 / eleven o’clock / eleven o'clock / 11:00 am / 11:00 a.m.

## 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.

**Assistant:** Good afternoon. What do you need?

**Customer:** A jacket, please. It is raining, and my jacket is at home.

**Assistant:** What size do you wear?

**Customer:** Large. Do you have a yellow one?

**Assistant:** The yellow jackets are small. This green jacket is large. It is thirty pounds.

**Customer:** Green is fine. Can I try it on?

**Assistant:** Yes. The room is behind you.

**Customer:** It is a good size. Is it thirteen pounds?

**Assistant:** No, thirty pounds.

**Customer:** Thank you. I can pay thirty. Here is my card.

**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.

**Answer:** The customer needs a jacket because it is raining and the jacket is at home.

**Why:** The customer gives both reasons in the first reply.

**P07-L1-Q02.** What size does the customer need? Write one size.

**Answer:** The customer needs a large jacket.

**Why:** The customer says Large when asked about 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.

**Answer:** The customer chooses the large green jacket.

**Why:** Yellow is only small. The customer says the large green one is fine and fits.

**P07-L1-Q04.** What is the confirmed price? Write the price.

**Answer:** The confirmed price is thirty pounds.

**Why:** The assistant corrects thirteen to thirty pounds.

**Also accepted:** 30 / thirty pounds / 30 pounds

## 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.

**Nia:** Hello, Tom. Are you at the park?

**Tom:** No. It is very windy here. I am at the sports centre with Eva.

**Nia:** Is it cold?

**Tom:** Yes. Eva has a coat, but I only have a thin shirt.

**Nia:** I have your brown jacket in my bag. Where can I meet you?

**Tom:** At the main door at two fifteen, please.

**Nia:** At two fifty?

**Tom:** No, two fifteen. I am wearing a white cap.

**Nia:** OK. I can see the centre. Please wait inside. I have your jacket.

**P07-L2-Q01.** Where is Tom now?

A. At the park.

B. At the sports centre.

C. At the library.

**Answer:** Tom is at the sports centre.

**Why:** Tom says No to the park and gives the sports centre as his location.

**P07-L2-Q02.** What colour is Tom’s jacket? Write one colour.

**Answer:** Tom’s jacket is brown.

**Why:** Nia says that she has his brown jacket in her bag.

**P07-L2-Q03.** Where should Nia meet Tom?

A. At the main door.

B. At the bus stop.

C. At the café table.

**Answer:** Nia should meet Tom at the main door.

**Why:** Tom asks her to meet him at the main door.

**P07-L2-Q04.** What is the confirmed meeting time? Write the time.

**Answer:** They should meet at two fifteen.

**Why:** Tom corrects two fifty to two fifteen.

**Also accepted:** 2.15 / 14:15 / two fifteen / quarter past two / a quarter past two / 14.15 / 2:15 pm / 2.15 pm / 2:15 p.m.

## Language in new situations

**P07-U-Q01.** Complete with this or these: ___ boots are black. Write one word.

**Answer:** These boots are black.

**Why:** Boots is plural, so use these.

**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?

**Answer:** Can I try it on, please?

**Why:** Try it on means put it on to check the size.

**P07-U-Q03.** Complete with is or are: How much ___ that jacket?

**Answer:** How much is that jacket?

**Why:** That jacket is one item, so use is.

**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.

**Answer:** Please say the price again.

**Why:** This asks the assistant to repeat the information you need.

**P07-U-Q05.** Use all the words to make one sentence: is / cold / It / today.

**Answer:** It is cold today.

**Why:** Use it + is + a weather adjective. Today can go at the beginning or end.

**Also accepted:** Today it is cold.

**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.

**Answer:** I have a coat and boots.

**Why:** A coat and boots are relevant to a rainy day.

**P07-U-Q07.** Complete with small or large: This coat does not fit. It is too ___. I need a bigger coat.

**Answer:** This coat is too small. I need a bigger coat.

**Why:** A bigger coat is needed because this one is too small.

**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.

**Answer:** The two hats cost fourteen pounds in total.

**Why:** Two hats at £7 each cost 7 + 7 = £14.

## 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.

**Partner only:** 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.

**One possible exchange:** Customer: I need a medium coat. What colours do you have?
Assistant: Blue for £28 and black for £36.
Customer: The blue one, please. Is it £28?
Assistant: Yes. Cash or card?
Customer: Cash, please.
Assistant: One blue coat in medium. Twenty-eight pounds.

**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.

## 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.

**Partner only:** 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.

**One possible exchange:** Speaker: Hi. I am at the north door of the museum. It is cold and windy. I am wearing a red coat and black boots. Please meet me at this door.
Friend: Do you have an umbrella?
Speaker: Yes, it is in my bag.

**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.

## 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.

**One possible response:** Hello Lake Shoes,
Do you have brown boots in size 39? How much are they? I can visit your shop on Friday.
Thank you.
Ren

• 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.

## 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.

**One possible response:** Hi Uma,
It is warm and sunny here. Meet me at the bus station at 3:30. I am wearing a green shirt. Please bring a hat. See you soon!

• 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.

## 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.

**Possible answer:** How much is the blue coat? How much are the black hats? The coat is £26. The hats are £16 for two.

**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.

**Possible answer:** Example: See you outside the library at 4:20. I have a warm coat and an umbrella.

**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.

**Possible answer:** The black jacket is large and costs £27. A useful exchange asks for large, checks £27 and confirms the black jacket. Solo rehearsal prepares this exchange; ask a listener to check it later.

## 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.

**Mai:** Ben, can you help me with this computer?

**Ben:** I can try. What do you need?

**Mai:** I can write the guest list, but I cannot print it.

**Ben:** Is the printer on?

**Mai:** No. Can you show me the button?

**Ben:** Yes. It is here. Press this button and wait.

**Mai:** Now it is on. Can I print the list?

**Ben:** Yes. Click here.

**Mai:** Good. There are twenty names. Thank you for your help.

**Ben:** You are welcome.

# 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

**Answer:** Linh

**Why:** The reading says Linh can cook rice.

**VI help:** Linh can cook rice.

**W10D1Q02.** Reading: What can Linh not do?

A. drive

B. cook rice

C. open a book

**Answer:** drive

**Why:** The reading says she cannot drive.

**VI help:** She cannot drive.

**W10D1Q03.** Reading: What part of the work does Ben help with?

A. cooking

B. writing the list

C. transport

**Answer:** transport

**Why:** Ben can drive, so he helps with transport.

**VI help:** He helps with transport.

**W10D1Q04.** Reading: What does Mai write on the computer?

A. a map

B. guest list

C. a menu

**Answer:** guest list

**Why:** Mai writes the guest list.

**VI help:** She writes the guest list.

**W10D1Q05.** Reading: How many guests are there?

A. twenty

B. twelve

C. nine

**Answer:** twenty

**Why:** The reading says there are twenty guests.

**VI help:** There are twenty guests.

**W10D1Q06.** Reading: What time is lunch ready?

A. nine

B. one

C. twelve

**Answer:** twelve

**Why:** Lunch is ready at twelve.

**VI help:** Lunch is ready at 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.

**Example:** Linh can cook rice. Ben can drive and carry boxes. Mai can use a computer. They prepare lunch together.

### 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.

**Example:** Linh can cook rice. Ben can drive and carry boxes. Mai can use a computer. They prepare lunch together.

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

**Answer:** computer

**Why:** Her opening question names this computer.

**VI help:** Câu mở đầu nêu this computer.

**W10D2Q02.** Listening: What can Mai do by herself?

A. print the list

B. repair the printer

C. write the list

**Answer:** write the list

**Why:** She says I can write the guest list.

**VI help:** I can write the guest 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

**Answer:** The printer is off

**Why:** Ben asks if the printer is on. Mai says No, so it is off.

**VI help:** Ben hỏi printer on, Mai nói No.

**W10D2Q04.** Listening: What does Mai ask Ben to show her?

A. the button

B. the kitchen

C. a name

**Answer:** the button

**Why:** Mai asks Can you show me the button?

**VI help:** Can you show me the button?

**W10D2Q05.** Listening: How many names are on the list?

A. twelve

B. ten

C. twenty

**Answer:** twenty

**Why:** Mai says there are twenty names.

**VI help:** There are twenty names.

**W10D2Q06.** Listening: What does Mai do near the end?

A. Leaves the room

B. Thanks Ben

C. Cancels lunch

**Answer:** Thanks Ben

**Why:** She says Thank you for your help to Ben.

**VI help:** Thank you for your help.

### 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.

**Example:** Mai can write the guest list. She cannot print it at first. Ben shows her the printer button. The list has twenty names.

### 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.

**Example:** Mai can write the guest list. She cannot print it at first. Ben shows her the printer button. The list has twenty names.

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.

**Answer:** can

**Why:** Can does not change with she.

**VI help:** Can không biến đổi theo she.

**W10D3Q02.** Complete with cook or to cook: I can ___.

**Answer:** cook

**Why:** Use the basic verb cook after can.

**VI help:** Sau can dùng động từ cơ bản.

**W10D3Q03.** You need help now. Make a polite request. Choose Can or Do: ___ you help me, please?

**Answer:** Can

**Why:** Can you help me, please? is a polite request for help now. Do you help me? asks about a habit and does not express this request.

**VI help:** Can you help me, please? là lời nhờ giúp ngay lúc này. Do you help me? hỏi về thói quen, không diễn đạt lời nhờ trong ngữ cảnh này.

**W10D3Q04.** Write the negative of can: I ___ drive.

**Answer:** cannot

**Why:** Cannot is the negative of can. Can't and can not are also accepted here.

**VI help:** Cannot là phủ định của can.

**Also accepted:** can't / can not

**W10D3Q05.** Complete the short answer with can: Yes, I ___.

**Answer:** can

**Why:** The short answer is Yes, I can.

**VI help:** Câu trả lời ngắn Yes, I can.

**W10D3Q06.** Complete the polite request with please: Can you open the door, ___?

**Answer:** please

**Why:** Please makes the request polite.

**VI help:** Please giúp lời nhờ lịch sự.

## 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.

**Example:** I can cook rice. I cannot drive. Can you carry this bag? Yes, I can.

## 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.

**Example:** I can cook rice. I cannot drive. Can you carry this bag? Yes, I can.

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.

**Answer:** cook

**Why:** The word is cook. The full sentence is I can cook rice.

**VI help:** Cụm cần dùng là cook. Câu đầy đủ: I can cook rice.

**W10D4Q02.** Use this week's verb for moving through water: She can ____.

**Answer:** swim

**Why:** The word is swim. The full sentence is She can swim.

**VI help:** Cụm cần dùng là swim. Câu đầy đủ: She can swim.

**W10D4Q03.** Use this week's verb for controlling a car: He can ____.

**Answer:** drive

**Why:** The word is drive. The full sentence is He can drive.

**VI help:** Cụm cần dùng là drive. Câu đầy đủ: He can drive.

**W10D4Q04.** Put all the words in order: can / I / cook.

**Answer:** I can cook.

**Why:** The sentence is I can cook. Use can + the basic verb.

**VI help:** Mẫu đúng: I can cook. Nghĩa: Tôi có thể nấu ăn.

**W10D4Q05.** Put all the words in order: cannot / She / drive.

**Answer:** She cannot drive.

**Why:** The sentence is She cannot drive. Cannot is the negative.

**VI help:** Mẫu đúng: She cannot drive. Nghĩa: Cô ấy không biết lái xe.

**W10D4Q06.** Put all the words in order: you / me / Can / help.

**Answer:** Can you help me?

**Why:** The question is Can you help me? Put can before the person.

**VI help:** Mẫu đúng: Can you help me? Nghĩa: Bạn giúp tôi được không?

### 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.

**Example:** Linh can cook, so she makes rice. Ben can drive, so he brings the food. Mai can use a computer, so she writes the guest list. Ben, can you carry these boxes, please? Thank you.

### 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.

**Example:** Linh can cook, so she makes rice. Ben can drive, so he brings the food. Mai can use a computer, so she writes the guest list. Ben, can you carry these boxes, please? Thank you.

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

**Answer:** Her hands are full

**Why:** The reading says her hands are full.

**VI help:** Bài đọc nêu because her hands are full.

**W10D5Q02.** Reading: What time does the team meet?

A. twelve

B. twenty

C. nine

**Answer:** nine

**Why:** The team meets at nine.

**VI help:** The team meets at nine.

**W10D5Q03.** Listening: What does Mai need to print?

A. a receipt

B. guest list

C. a map

**Answer:** guest list

**Why:** The conversation is about printing the guest list.

**VI help:** Ngữ cảnh xuyên suốt là guest list.

**W10D5Q04.** Listening: What does Ben tell Mai to do after pressing the button?

A. wait

B. leave

C. write again

**Answer:** wait

**Why:** He says Press this button and wait.

**VI help:** Press this button and wait.

**W10D5Q05.** Which question is correct?

A. Does she can drive?

B. Can she drives?

C. Can she drive?

**Answer:** Can she drive?

**Why:** Use can + the person + a basic verb: Can she drive?

**VI help:** Can + chủ ngữ + động từ cơ bản.

**W10D5Q06.** Vocabulary review: Use this week’s verb meaning to do something with a tool or device.

**Answer:** use

**Why:** The word is use. Example: I can use this phone.

**VI help:** Đáp án: use. Ví dụ sử dụng: I can use this phone.

**W10D5Q07.** Vocabulary review: Use this week’s verb meaning to do something for a person who needs it.

**Answer:** help

**Why:** The word is help. Example: Can you help me?

**VI help:** Đáp án: help. Ví dụ sử dụng: Can you help me?

**W10D5Q08.** Vocabulary review: Use this week’s verb meaning to hold something and take it to another place.

**Answer:** carry

**Why:** The word is carry. Example: Can you carry this bag?

**VI help:** Đáp án: carry. Ví dụ sử dụng: Can you carry this bag?

**W10D5Q09.** Rewrite the whole sentence correctly: She cans swim.

**Answer:** She can swim.

**Why:** Can does not take -s: She can swim.

**VI help:** Can không thêm -s theo chủ ngữ.

**W10D5Q10.** Rewrite the whole sentence correctly: I can to cook.

**Answer:** I can cook.

**Why:** Use the basic verb without to after can: I can cook.

**VI help:** Sau can dùng động từ cơ bản, không có to.

### 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.

**Example:** Hello. I can make tea and use a computer. I cannot use this printer. Can you show me the button, please? I can help with the guest list after that. Thank you.

### 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.

**Example:** Hello. I can make tea and use a computer. I cannot use this printer. Can you show me the button, please? I can help with the guest list after that. Thank you.

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.

**Answer:** Chess is on Friday from 18:00 to 19:00.

**Why:** The first activity line gives chess on Friday.

**P08-R1-Q02.** How much is painting? Write the price.

**Answer:** Painting is four pounds.

**Why:** The painting line ends with £4.

**Also accepted:** 4 / four pounds / 4 pounds

**P08-R1-Q03.** What should a person bring for the walk?

A. Water.

B. Paper and colours.

C. A guitar.

**Answer:** A person should bring water for the walk.

**Why:** The notice says Bring water for the walk.

**P08-R1-Q04.** Who can help a person join? Write the name.

**Answer:** Rosa at the desk can help a person join.

**Why:** The last line says to ask Rosa at the desk.

## 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.

**Answer:** Dara can play the guitar.

**Why:** The profile says Dara can play the guitar but cannot read music.

**P08-R2-Q02.** On which evening does Dara work? Write the day.

**Answer:** Dara works on Tuesday evenings.

**Why:** Dara cannot go to the Tuesday group because of work.

**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.

**Answer:** Dara invites Pat to play music at Dara's flat.

**Why:** The message says at my flat. The bakery is only the place next to it.

**P08-R2-Q04.** What time does Dara suggest on Thursday? Write the time.

**Answer:** Dara suggests seven on Thursday evening.

**Why:** The invitation says Thursday at seven.

**Also accepted:** 7 / 7:00 / 19:00 / 7 pm / seven in the evening / 19.00 / 7:00 pm / 7.00 pm / 7:00 p.m.

## 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.

**Staff:** Hello, Oak Centre. How can I help?

**Ali:** Hello. I like drawing. Can I join your art class?

**Staff:** Yes. It is on Wednesday at six thirty in room four.

**Ali:** Can a new person come? I can draw animals, but I cannot paint.

**Staff:** Of course. We can show you. The class is five pounds.

**Ali:** Do I need paper?

**Staff:** No. We have paper and paint. Please bring an old shirt.

**Ali:** OK. Wednesday, six thirty, room four. I can bring a shirt.

**Staff:** Good. Please tell me your first name.

**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.

**Answer:** Ali calls to ask about joining an art class.

**Why:** Ali says I like drawing and asks to join the art class.

**P08-L1-Q02.** What room is the class in? Write the room number.

**Answer:** The art class is in room four.

**Why:** The staff member gives room four, and Ali repeats it.

**Also accepted:** four / room 4 / room four

**P08-L1-Q03.** What can Ali do now?

A. Ali can paint well.

B. Ali can draw animals.

C. Ali can read music.

**Answer:** Ali can draw animals but cannot paint.

**Why:** Ali directly gives this ability and difficulty.

**P08-L1-Q04.** What should Ali bring? Write the item.

**Answer:** Ali should bring an old shirt.

**Why:** The centre has paper and paint, so the staff member asks for an old shirt.

**Also accepted:** old shirt / a shirt / shirt

## 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.

**Mika:** Would you like to go for a walk on Friday after work?

**Sol:** I would like to, but I work until eight on Friday.

**Mika:** What about Saturday morning?

**Sol:** Yes. I am free then. Can we meet at nine?

**Mika:** Nine is too early for me. Is ten OK?

**Sol:** Yes, ten is good. At the park café?

**Mika:** The café is closed. Let’s meet at the park’s east gate.

**Sol:** OK. Saturday at ten, at the east gate. Can I bring my sister?

**Mika:** Yes, of course. Please bring water.

**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.

**Answer:** Sol works until eight on Friday.

**Why:** Sol gives this reason when replying to the first invitation.

**P08-L2-Q02.** What time do they finally agree? Write the time.

**Answer:** They agree to meet at ten on Saturday morning.

**Why:** Mika cannot meet at nine, and both accept ten.

**Also accepted:** 10 / 10:00 / 10 am / ten in the morning / 10.00 / 10:00 am / 10.00 am / 10:00 a.m.

**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.

**Answer:** They agree to meet at the park’s east gate.

**Why:** The café is closed, so Mika suggests the east gate and Sol confirms it.

**P08-L2-Q04.** Who does Sol ask to bring? Write the family relationship.

**Answer:** Sol asks to bring a sister.

**Why:** Sol asks Can I bring my sister?

**Also accepted:** my sister / his sister / her sister / Sol’s sister / Sol's sister

## Language in new situations

**P08-U-Q01.** Complete with can or cans: My brother ___ play chess.

**Answer:** My brother can play chess.

**Why:** Can does not take -s with he or my brother.

**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.

**Answer:** I can swim.

**Why:** Can + swim says that the person has the ability.

**P08-U-Q03.** Complete with play or plays: She can ___ the guitar.

**Answer:** She can play the guitar.

**Why:** Use the basic verb after can.

**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.

**Answer:** Sorry, I can’t. I work on Sunday.

**Why:** This declines the invitation and gives the reason.

**P08-U-Q05.** Complete with playing or plays: I like ___ chess.

**Answer:** I like playing chess.

**Why:** Use like + -ing for an activity you enjoy. I like to play chess is also a useful pattern.

**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?

**Answer:** What time can we meet?

**Why:** The question asks for the missing time.

**P08-U-Q07.** Use all the words to make one question: you / sing / Can.

**Answer:** Can you sing?

**Why:** Put can before you, then use the basic verb sing.

**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.

**Answer:** Would you like to come to the club?

**Why:** Would you like to...? invites someone to do an activity.

## 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.

**Partner only:** 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.

**One possible exchange:** Visitor: I like drawing. I am free on Saturday before 10:30. When is the art class, and how much is it?
Worker: Art is from nine to ten in room two. It costs £3.
Visitor: I would like to join. Is it Saturday in room two?
Worker: Yes.
Visitor: Good. I can come.

**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.

## 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.

**Partner only:** 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.

**One possible exchange:** Speaker: This is Eli. Eli likes taking photos and can use a camera. Eli cannot swim. Sunday afternoons are free.
Partner: Does Eli have a camera?
Speaker: Yes, Eli has a small camera.

**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.

## 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.

**One possible response:** First name: Femi
Family name: Lake
Club: Reading club
Day: Monday
One thing I can do: I can read short stories.

• 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.

## 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.

**One possible response:** Hi Kai,
Would you like to play table tennis on Sunday at 4:00? We can meet at Green Hall. It costs £2. Can you come? Please let me know.
Moe

• 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.

## 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.

**Possible answer:** Example: I can draw. I can play football. I cannot swim. Other truthful or invented abilities are fine; the listener should identify all three.

**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.

**Possible answer:** Example: Would you like to play board games on Tuesday at 17:00? It is free, in room 6.

**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.

**Possible answer:** A successful exchange checks both schedules and confirms a real shared time. If the cards do not overlap, say so and ask about another day; do not invent agreement.

## 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.

**Ali:** Hello, Nora. Are you at work?

**Nora:** No. I am waiting for the bus. It is raining.

**Ali:** Are you waiting near the park?

**Nora:** No. I am at the stop outside the library.

**Ali:** What bus do you need?

**Nora:** Number six. Number eight is here now, but I am not taking it.

**Ali:** OK. I am making tea in the office. Do you want a cup?

**Nora:** Yes, please. Oh, number six is coming now. See you soon.

# 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

**Answer:** It is raining

**Why:** The reading says it is raining today.

**VI help:** Bài nêu but it is raining today.

**W11D1Q02.** Reading: What is Nora wearing?

A. a red shirt

B. a green dress

C. a blue coat

**Answer:** a blue coat

**Why:** She is wearing a blue coat.

**VI help:** She is wearing a blue coat.

**W11D1Q03.** Reading: What is Paul doing?

A. cooking

B. reading

C. writing

**Answer:** reading

**Why:** He is reading a book.

**VI help:** He is reading a book.

**W11D1Q04.** Reading: What are the two students doing?

A. talking about class

B. looking at phones

C. reading books

**Answer:** talking about class

**Why:** They are talking about their class.

**VI help:** They are talking about their class.

**W11D1Q05.** Reading: Who is Nora writing to?

A. her father

B. a shop assistant

C. a colleague

**Answer:** a colleague

**Why:** She is writing a message to a colleague.

**VI help:** A message to her colleague.

**W11D1Q06.** Reading: What bus number does Nora need?

A. two

B. six

C. eight

**Answer:** six

**Why:** Nora needs number six.

**VI help:** Nora needs number six.

### 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.

**Example:** Nora is waiting for a bus. Paul is reading. Two students are talking. Nora is writing a message to a colleague.

### 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.

**Example:** Nora is waiting for a bus. Paul is reading. Two students are talking. Nora is writing a message to a colleague.

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

**Answer:** No

**Why:** No. She says she is waiting for the bus.

**VI help:** Cô ấy nói No, đang đợi xe.

**W11D2Q02.** Listening: What place is Nora waiting outside?

A. school

B. library

C. park

**Answer:** library

**Why:** She is at the stop outside the library.

**VI help:** At the stop outside the library.

**W11D2Q03.** Listening: Which bus arrives first?

A. eight

B. six

C. nine

**Answer:** eight

**Why:** Nora says number eight is here now.

**VI help:** Number eight is here now.

**W11D2Q04.** Listening: Does Nora get on number eight?

A. Yes

B. Not stated

C. No

**Answer:** No

**Why:** No. She says I am not taking it.

**VI help:** I am not taking it.

**W11D2Q05.** Listening: What is Ali doing?

A. reading

B. making tea

C. waiting for a bus

**Answer:** making tea

**Why:** Ali is making tea in the office.

**VI help:** I am making tea in the office.

**W11D2Q06.** Listening: Which bus is coming at the end?

A. six

B. eight

C. two

**Answer:** six

**Why:** Nora says number six is coming now.

**VI help:** Number six is coming now.

### 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.

**Example:** Nora is outside the library. She needs bus six. Ali is making tea at work. Bus six is coming at the end.

### 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.

**Example:** Nora is outside the library. She needs bus six. Ali is making tea at work. Bus six is coming at the end.

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.

**Answer:** am

**Why:** Use am with I.

**VI help:** I dùng am.

**W11D3Q02.** Complete with am, is or are: They ___ talking.

**Answer:** are

**Why:** Use are with they.

**VI help:** They dùng are.

**W11D3Q03.** Write the -ing form of write: She is ___ a message.

**Answer:** writing

**Why:** Remove the final e from write before adding -ing: writing.

**VI help:** Write bỏ e rồi thêm ing.

**W11D3Q04.** Write the -ing form of sit: He is ___ here.

**Answer:** sitting

**Why:** Double the final t in sit before adding -ing: sitting.

**VI help:** Sit gấp đôi t trước ing.

**W11D3Q05.** Complete with to or at: I am listening ___ music.

**Answer:** to

**Why:** Use listen to before the thing being heard.

**VI help:** Listen đi với to.

**W11D3Q06.** Complete with walks or walking: She ___ to work every day.

**Answer:** walks

**Why:** Every day describes a habit. Use the present simple walks with she.

**VI help:** Every day chỉ thói quen, dùng hiện tại đơn.

## 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.

**Example:** I usually walk to work. Today, I am taking the bus. My friend is reading. Two people are talking.

## 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.

**Example:** I usually walk to work. Today, I am taking the bus. My friend is reading. Two people are talking.

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 ____.

**Answer:** now

**Why:** The word is now. The full sentence is I am studying now.

**VI help:** Cụm cần dùng là now. Câu đầy đủ: I am studying now.

**W11D4Q02.** Use this week's word meaning this day: She is working at home ____.

**Answer:** today

**Why:** The word is today. The full sentence is She is working at home today.

**VI help:** Cụm cần dùng là today. Câu đầy đủ: She is working at home today.

**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.

**Answer:** wait

**Why:** The missing basic verb is wait. The complete sentence is We are waiting for the bus.

**VI help:** Cụm cần dùng là wait. Câu đầy đủ: We are waiting for the bus.

**W11D4Q04.** Put all the words in order: am / for / bus / I / waiting / a.

**Answer:** I am waiting for a bus.

**Why:** The sentence is I am waiting for a bus.

**VI help:** Mẫu đúng: I am waiting for a bus. Nghĩa: Tôi đang chờ xe buýt.

**W11D4Q05.** Put all the words in order: is / a / She / reading / book.

**Answer:** She is reading a book.

**Why:** The sentence is She is reading a book.

**VI help:** Mẫu đúng: She is reading a book. Nghĩa: Cô ấy đang đọc sách.

**W11D4Q06.** Put all the words in order: are / talking / They / not.

**Answer:** They are not talking.

**Why:** The sentence is They are not talking. Put not after are.

**VI help:** Mẫu đúng: They are not talking. Nghĩa: Họ không đang nói chuyện.

### 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.

**Example:** Hello, Ali. I am waiting outside the library. It is raining, and the bus is late. I am wearing my blue coat. Please start the meeting without me. I am coming as soon as the bus arrives.

### 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.

**Example:** Hello, Ali. I am waiting outside the library. It is raining, and the bus is late. I am wearing my blue coat. Please start the meeting without me. I am coming as soon as the bus arrives.

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

**Answer:** walks

**Why:** She usually walks. This is her habit, unlike today's bus journey.

**VI help:** Usually walks thể hiện thói quen.

**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.

**Answer:** No. The text says Paul is reading a book; it does not say he is looking at a phone.

**Why:** No. The fact given about Paul is that he is reading a book. The sentence about not looking at phones refers to the two students, so do not use it as a separate claim about Paul.

**VI help:** Bài đọc nói Paul đang đọc sách: He is reading a book. Câu về không nhìn điện thoại nói về hai học sinh, không phải Paul; vì vậy chỉ trả lời theo thông tin được nêu về Paul.

**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.

**Answer:** No. Nora says she is at the stop outside the library.

**Why:** No. She corrects the suggestion: she is outside the library.

**VI help:** Nora sửa near the park thành outside the library.

**W11D5Q04.** Listening: Where is Ali?

A. at the stop

B. in the library

C. in the office

**Answer:** in the office

**Why:** Ali says I am making tea in the office.

**VI help:** I am making tea 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.

**Answer:** She is reading now.

**Why:** She is reading now uses is + reading for an action now.

**VI help:** Is reading now là tiếp diễn.

**W11D5Q06.** Vocabulary review: Use this week’s basic verb for looking at and understanding written words.

**Answer:** read

**Why:** The word is read. Example: He is reading a book.

**VI help:** Đáp án: read. Ví dụ sử dụng: He is reading a book.

**W11D5Q07.** Vocabulary review: Use this week’s basic verb for putting words on paper or a screen.

**Answer:** write

**Why:** The word is write. Example: I am writing a message.

**VI help:** Đáp án: write. Ví dụ sử dụng: I am writing a message.

**W11D5Q08.** Vocabulary review: Use this week’s basic verb for speaking to someone.

**Answer:** talk

**Why:** The word is talk. Example: They are talking quietly.

**VI help:** Đáp án: talk. Ví dụ sử dụng: They are talking quietly.

**W11D5Q09.** Rewrite the whole sentence correctly for an action now: She reading a book.

**Answer:** She is reading a book.

**Why:** Use is before reading: She is reading a book.

**VI help:** Tiếp diễn cần be + V-ing.

**Also accepted:** She's reading a book.

**W11D5Q10.** Rewrite the whole sentence correctly: They is waiting.

**Answer:** They are waiting.

**Why:** Use are with they: They are waiting.

**VI help:** They đi với are.

**Also accepted:** They're 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.

**Example:** I am waiting for my friend at a café. A woman is reading a book. A man is writing a message. We are not talking. I usually study at home, but today I am studying here.

### 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.

**Example:** I am waiting for my friend at a café. A woman is reading a book. A man is writing a message. We are not talking. I usually study at home, but today I am studying here.

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.

**Answer:** Luz is making tea in the kitchen.

**Why:** The 9:12 message is from Luz and says I am making tea.

**P09-R1-Q02.** How many cups are needed? Write the number.

**Answer:** Four cups are needed.

**Why:** Luz writes We need four cups.

**Also accepted:** four

**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.

**Answer:** Mei is walking to the hall with the cups.

**Why:** Mei's own message says I am walking to the hall now.

**P09-R1-Q04.** Which door does Mei ask someone to open? Write the door.

**Answer:** Mei asks someone to open the side door.

**Why:** The request in Mei's message names the side door.

**Also accepted:** side 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.

**Answer:** The clean cups are on the shelf next to the door.

**Why:** The first part of the notice gives this location.

**P09-R2-Q02.** Which colour button gives cold water? Write one colour.

**Answer:** The blue button gives cold water.

**Why:** The notice says Press the blue button for cold water.

**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.

**Answer:** The red button is not working today.

**Why:** This reason follows the instruction not to use the red button.

**P09-R2-Q04.** Where should used cups go? Write the place.

**Answer:** Used cups should go on the small table.

**Why:** The last part asks people to leave used cups on the small table.

**Also accepted:** the small table / small table

# 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.

**Pia:** Hello, Ken. Are you in the hall?

**Ken:** Yes. I am writing the names on these cards. Where are you?

**Pia:** I am outside the side door. I have a small box of books.

**Ken:** Can you open the door?

**Pia:** No. I am holding the box with two hands. Can you open it, please?

**Ken:** Of course. Wait there. I am coming now.

**Pia:** Thank you. Where do the books go?

**Ken:** On the long table next to the window. The short table is for cups.

**Pia:** OK. Books on the long table.

**P09-L1-Q01.** What is Ken doing at first?

A. Carrying books.

B. Making tea.

C. Writing names on cards.

**Answer:** Ken is writing names on cards.

**Why:** Ken describes this action in his first reply.

**P09-L1-Q02.** Where is Pia? Write the place.

**Answer:** Pia is outside the side door.

**Why:** Pia says I am outside the side door.

**Also accepted:** at the side door / the side door / side door

**P09-L1-Q03.** What does Pia ask Ken to do?

A. Open the door.

B. Buy a box.

C. Close the window.

**Answer:** Pia asks Ken to open the door.

**Why:** Pia is holding the box with both hands and asks Can you open it, please?

**P09-L1-Q04.** Which table is for the books: long or short? Write one word.

**Answer:** The long table is for the books.

**Why:** Ken says that the books go on the long table; the short one is for cups.

# 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.

**Visitor:** Excuse me. I am looking for my bag. Can you help?

**Staff:** Of course. What colour is it?

**Visitor:** Blue. It is small, with a yellow star on the front.

**Staff:** We have a blue bag here. What is inside your bag?

**Visitor:** A notebook, a green pen and a sandwich. My phone is in my pocket.

**Staff:** Yes. Those things are in this bag. Here you are.

**Visitor:** Thank you. I am meeting my friend in the reading room. Where is it?

**Staff:** Go through this door. It is the first room on your left.

**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.

**Answer:** A yellow star is on the front of the bag.

**Why:** The visitor gives this detail to identify the blue bag.

**P09-L2-Q02.** What colour is the pen inside the bag? Write one colour.

**Answer:** The pen inside the bag is green.

**Why:** The visitor lists a notebook, a green pen and a sandwich.

**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.

**Answer:** The visitor's phone is in a pocket.

**Why:** The visitor says My phone is in my pocket.

**P09-L2-Q04.** After the door, is the reading room on the left or right? Write one word.

**Answer:** The reading room is the first room on the left.

**Why:** The staff member says it is the first room on your left.

## Language in new situations

**P09-U-Q01.** Complete with am, is or are: I ___ looking for my coat.

**Answer:** I am looking for my coat.

**Why:** Use am with I before the -ing verb.

**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?

**Answer:** Can you open the door, please?

**Why:** The request names the action you need.

**P09-U-Q03.** Complete with carry or carrying: They are ___ the chairs now.

**Answer:** They are carrying the chairs now.

**Why:** Use are + carrying for the action happening now.

**P09-U-Q04.** Which sentence describes an action now?

A. She reads every evening.

B. She is reading now.

C. She can read.

**Answer:** She is reading now.

**Why:** Is reading with now describes the action happening at this moment.

**P09-U-Q05.** Use all the words to make one question: you / waiting / Are / outside.

**Answer:** Are you waiting outside?

**Why:** Put are before you in the question.

**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.

**Answer:** Use a different door.

**Why:** Do not means that this action should not be done.

**P09-U-Q07.** Complete with is or are: The red button ___ not working.

**Answer:** The red button is not working.

**Why:** One button takes is. Put not after is.

**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.

**Answer:** Yes. I can bring your book to room 4.

**Why:** The reply confirms both the requested object and the place.

## 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.

**Partner only:** 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?

**One possible exchange:** Helper: I am outside the kitchen door. I am carrying six cups. Can you open the door, please?
Organiser: Yes.
Helper: Where do the cups go?
Organiser: On the round table beside the window. Are they empty?
Helper: Yes. The empty cups go on the round table.

**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.

## 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.

**Partner only:** 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.

**One possible exchange:** Speaker: I am at Garden Café, waiting for lunch. An is reading a menu, and Bea is writing a postcard. Can I use your pen, please?
Friend: Yes. What is your lunch?
Speaker: A cheese sandwich.

**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.

## 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.

**One possible response:** Hi Ash,
I am at the ticket desk. The machine is not working, so I am waiting for help. Please wait for me at the south door. Thank you!

• 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.

## 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.

**One possible response:** Hello,
Three people are studying in room 6. We need two more chairs. Can you bring the chairs and a cup of water, please? Thank you for your help.

• 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.

## 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.

**Possible answer:** Eva is reading a menu. Two friends are waiting outside.

**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.

**Possible answer:** Example: I am outside room 8 with two bags. Can you open the door, please?

**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.

**Possible answer:** Example questions: Where are you? What are you doing? What do you need? A reply must use the facts actually given, for example: I can bring water to the park. Solo rehearsal does not replace this exchange.

## 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.

**Visitor:** Excuse me. Where is the pharmacy?

**Local:** Go straight along this road. Turn right at the supermarket.

**Visitor:** Right at the supermarket?

**Local:** Yes. Then walk past the bank. The pharmacy is on your left, next to a small café.

**Visitor:** Is it opposite the park?

**Local:** No. The café is opposite the park. The pharmacy is next to the café.

**Visitor:** How far is it?

**Local:** About five minutes on foot.

**Visitor:** Thank you. That is very helpful.

## 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

**Answer:** station entrance

**Why:** The first sentence gives the station entrance as the starting place.

**VI help:** Câu đầu: station entrance.

**W12D1Q02.** Reading: Where does the person turn left?

A. at the library

B. at the bank

C. at the park

**Answer:** at the bank

**Why:** The route goes to the bank, then turns left.

**VI help:** Go to the bank, then turn left.

**W12D1Q03.** Reading: What street does the person turn into?

A. King Street

B. Station Road

C. River Street

**Answer:** King Street

**Why:** The person turns left into King Street.

**VI help:** Turn left into King Street.

**W12D1Q04.** Reading: Which side is the library on when the person reaches it?

A. left

B. behind the station

C. right

**Answer:** right

**Why:** The reading says The library is on my right.

**VI help:** The library is on my right.

**W12D1Q05.** Reading: What is opposite the library?

A. station

B. park

C. bank

**Answer:** park

**Why:** The library is opposite the park.

**VI help:** Opposite the park.

**W12D1Q06.** Reading: What time does the person arrive?

A. ten

B. nine

C. five

**Answer:** ten

**Why:** The person says I arrive at ten.

**VI help:** I arrive at ten.

### 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.

**Example:** Start at the station. Go straight to the bank. Turn left into King Street. Walk past the café. The library is on your right.

### 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.

**Example:** Start at the station. Go straight to the bank. Turn left into King Street. Walk past the café. The library is on your right.

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

**Answer:** pharmacy

**Why:** The opening question is Where is the pharmacy?

**VI help:** Where is the pharmacy?

**W12D2Q02.** Listening: Where should the visitor turn?

A. supermarket

B. bank

C. park

**Answer:** supermarket

**Why:** The instruction is Turn right at the supermarket.

**VI help:** Turn right at the supermarket.

**W12D2Q03.** Listening: Which way should the visitor turn?

A. left

B. Do not turn.

C. right

**Answer:** right

**Why:** Both speakers confirm the direction right.

**VI help:** Cả hai người xác nhận right.

**W12D2Q04.** Listening: Which side is the pharmacy on after the bank?

A. behind

B. left

C. right

**Answer:** left

**Why:** The local person says The pharmacy is on your left.

**VI help:** The pharmacy is on your left.

**W12D2Q05.** Listening: What is next to the pharmacy?

A. small café

B. station

C. library

**Answer:** small café

**Why:** The pharmacy is next to a small café.

**VI help:** Next to a small café.

**W12D2Q06.** Listening: About how long does the walk take?

A. fifteen minutes

B. ten minutes

C. five minutes

**Answer:** five minutes

**Why:** The local person says About five minutes on foot.

**VI help:** About five minutes on foot.

### 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.

**Example:** Go straight and turn right at the supermarket. Walk past the bank. The pharmacy is on your left, next to the café. It is about five minutes away.

### 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.

**Example:** Go straight and turn right at the supermarket. Walk past the bank. The pharmacy is on your left, next to the café. It is about five minutes away.

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.

**Answer:** Turn

**Why:** The instruction starts with Turn.

**VI help:** Câu chỉ đường bắt đầu Turn.

**W12D3Q02.** Complete the phrase meaning continue ahead: Go ___.

**Answer:** straight

**Why:** Go straight means continue ahead.

**VI help:** Go straight là đi thẳng.

**W12D3Q03.** Write the missing word meaning across from: The library is ___ the park.

**Answer:** opposite

**Why:** Opposite means across from.

**VI help:** Opposite nghĩa đối diện.

**W12D3Q04.** Complete with and or to: between the bank ___ the café.

**Answer:** and

**Why:** The pattern is between A and B.

**VI help:** Between A and B.

**W12D3Q05.** Complete with is or are: Where ___ the pharmacy?

**Answer:** is

**Why:** Pharmacy is singular, so use is.

**VI help:** Pharmacy số ít dùng is.

**W12D3Q06.** Complete the negative instruction with not: Do ___ cross here.

**Answer:** not

**Why:** Use do not + basic verb for a negative instruction.

**VI help:** Mệnh lệnh phủ định: do not + động từ.

## 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.

**Example:** Go straight. Turn left at the bank. The café is opposite the park. The bank is between the shop and the café.

## 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.

**Example:** Go straight. Turn left at the bank. The café is opposite the park. The bank is between the shop and the café.

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.

**Answer:** bank

**Why:** The word is bank. The complete sentence is The bank is next to the café.

**VI help:** Cụm cần dùng là bank. Câu đầy đủ: The bank is next to the café.

**W12D4Q02.** Use this week's word for a shop where people get medicine: The ____ is opposite the bank.

**Answer:** pharmacy

**Why:** The word is pharmacy. The complete sentence is The pharmacy is opposite the bank.

**VI help:** Cụm cần dùng là pharmacy. Câu đầy đủ: The pharmacy is opposite the bank.

**W12D4Q03.** Use this week's word for a place where trains stop: The ____ is near the park.

**Answer:** station

**Why:** The word is station. The complete sentence is The station is near the park.

**VI help:** Cụm cần dùng là station. Câu đầy đủ: The station is near the park.

**W12D4Q04.** Put all the words in order: straight / Go.

**Answer:** Go straight.

**Why:** The instruction is Go straight.

**VI help:** Mẫu đúng: Go straight. Nghĩa: Đi thẳng.

**W12D4Q05.** Put all the words in order: left / the / Turn / at / bank.

**Answer:** Turn left at the bank.

**Why:** The instruction is Turn left at the bank.

**VI help:** Mẫu đúng: Turn left at the bank. Nghĩa: Rẽ trái ở ngân hàng.

**Also accepted:** At the bank, turn left.

**W12D4Q06.** Put all the words in order: library / opposite / café / The / is / the.

**Answer:** The library is opposite the café.

**Why:** The sentence is The library is opposite the café.

**VI help:** Mẫu đúng: The library is opposite the café. Nghĩa: Thư viện đối diện quán cà phê.

**Also accepted:** The café is opposite the library. / The library is opposite the cafe. / The cafe is opposite the library.

### 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.

**Example:** Start at the station entrance. Go straight along Station Road to the bank. Turn left into King Street. Walk past the café. The library is on your right, opposite the park. It is a short walk.

### 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.

**Example:** Start at the station entrance. Go straight along Station Road to the bank. Turn left into King Street. Walk past the café. The library is on your right, opposite the park. It is a short walk.

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

**Answer:** five

**Why:** It opens at nine and closes at five.

**VI help:** Opens at nine, closes at five.

**W12D5Q02.** Reading: What subject is the book about?

A. cooking

B. travel

C. history

**Answer:** cooking

**Why:** The person asks for a book about cooking.

**VI help:** A book about cooking.

**W12D5Q03.** Listening: Which place is said to be opposite the park?

A. pharmacy

B. bank

C. café

**Answer:** café

**Why:** The local person clarifies that the café is opposite the park.

**VI help:** Người địa phương sửa: café opposite the park.

**W12D5Q04.** Listening: Does the route to the pharmacy go past the bank?

A. Not stated

B. Yes

C. No

**Answer:** Yes

**Why:** Yes. One instruction is Walk past the bank.

**VI help:** Walk past the bank.

**W12D5Q05.** Which direction is correct English?

A. Turn right.

B. You right.

C. Turn to right.

**Answer:** Turn right.

**Why:** Turn right is a complete direction. Turn to the right would also be correct, but Turn to right is missing the.

**VI help:** Turn right là cấu trúc chỉ hướng trực tiếp.

**W12D5Q06.** Vocabulary review: Use this week’s word for a place where people can read and borrow books.

**Answer:** library

**Why:** The word is library. Example: The library is on King Street.

**VI help:** Đáp án: library. Ví dụ sử dụng: The library is on King Street.

**W12D5Q07.** Vocabulary review: Use this week’s word meaning across from.

**Answer:** opposite

**Why:** The word is opposite. Example: The café is opposite the park.

**VI help:** Đáp án: opposite. Ví dụ sử dụng: The café is opposite the park.

**W12D5Q08.** Vocabulary review: Use this week’s word for a position with one place on each side.

**Answer:** between

**Why:** The word is between. Example: The bank is between two shops.

**VI help:** Đáp án: between. Ví dụ sử dụng: The bank is between two shops.

**W12D5Q09.** Rewrite the whole direction correctly: Turn to left at the bank.

**Answer:** Turn left at the bank.

**Why:** Turn left at the bank and Turn to the left at the bank are both correct. The original form is missing the after to, so remove to or add the.

**VI help:** Có thể nói Turn left at the bank hoặc Turn to the left at the bank. Câu gốc sai ở cụm turn to left thiếu the; có thể bỏ to hoặc thêm the.

**Also accepted:** Turn to the left at the bank. / At the bank, turn left. / At the bank, turn to the left.

**W12D5Q10.** Rewrite the whole sentence using next to, meaning beside the café: The bank is between the café.

**Answer:** The bank is next to the café.

**Why:** The requested meaning needs next to: The bank is next to the café. Between normally needs two places, such as between the café and the shop.

**VI help:** Theo yêu cầu "ở bên cạnh", dùng next to: The bank is next to the café. Between thường cần hai mốc, như between the café and the shop.

**Also accepted:** The bank is next to the cafe. / The bank's next to the café. / The bank's next to the cafe.

### 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.

**Example:** Do I turn right at the supermarket? Then I walk past the bank. The pharmacy is on my left, next to the café. The café is opposite the park. Is that correct?

### 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.

**Example:** Do I turn right at the supermarket? Then I walk past the bank. The pharmacy is on my left, next to the café. The café is opposite the park. Is that correct?

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. |

| Useful phrase | Vietnamese help | Example |
|---|---|---|
| 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.

**Answer:** The buses leave from stop B.

**Why:** The timetable states that all buses leave from stop B at Bay Station.

**P10-R1-Q02.** What time does the 9:30 bus arrive at Lake Park? Write the arrival time.

**Answer:** The 9:30 bus arrives at 9:50.

**Why:** Read across the 9:30 row to the arrival column.

**Also accepted:** 9.50 / nine fifty / ten to ten / 09:50 / 09.50 / 9:50 am / 9:50 a.m.

**P10-R1-Q03.** Where can you buy the ticket?

A. From the driver.

B. Only from a hotel.

C. From the park café.

**Answer:** You can buy the ticket from the driver.

**Why:** The ticket instruction says Buy a ticket from the driver.

**P10-R1-Q04.** How much is one adult return? Write the price.

**Answer:** One adult return is three pounds fifty.

**Why:** The price line says Adult return: £3.50.

**Also accepted:** 3.50 / 3.5 / three pounds fifty / three pounds and fifty pence / 3.50 pounds

## 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.

**Answer:** You should face the clock tower on Main Street.

**Why:** The route gives this direction immediately after the starting door.

**P10-R2-Q02.** At the tower, should you turn left or right? Write one word.

**Answer:** You should turn right at the tower.

**Why:** The route says Turn right into Mill Street.

**P10-R2-Q03.** What is the post office's door like?

A. It is red.

B. It is green.

C. It is blue.

**Answer:** The post office has a blue door.

**Why:** The blue door helps identify the correct building.

**P10-R2-Q04.** What time does the post office close? Write the time.

**Answer:** The post office closes at four.

**Why:** The last sentence gives an opening time of nine and a closing time of four.

**Also accepted:** 4 / 4:00 / 16:00 / 4 pm / four in the afternoon / 16.00 / 4:00 pm / 4.00 pm / 4:00 p.m.

## 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.

**Customer:** Good morning. Two return tickets to Lake Park, please.

**Clerk:** Two adults?

**Customer:** Yes. What time is the next bus?

**Clerk:** Ten forty. It arrives at eleven.

**Customer:** That is good. How much are the tickets?

**Clerk:** Seven pounds for two returns.

**Customer:** Can I pay by card?

**Clerk:** Yes. Here are your tickets. The bus leaves from stop D.

**Customer:** Stop B?

**Clerk:** No, D. D is outside the main door, on the right.

**Customer:** Thank you. Ten forty, stop D.

**Clerk:** Yes. Please be at the stop five minutes before the bus leaves.

**P10-L1-Q01.** What tickets does the customer buy?

A. Two adult returns.

B. One adult single.

C. Two child singles.

**Answer:** The customer buys two adult return tickets to Lake Park.

**Why:** The customer requests two returns and confirms two adults.

**P10-L1-Q02.** What time does the next bus leave? Write the departure time.

**Answer:** The next bus leaves at ten forty.

**Why:** The clerk gives ten forty as departure and eleven as arrival.

**Also accepted:** 10.40 / ten forty / twenty to eleven / 10:40 am / 10:40 a.m.

**P10-L1-Q03.** How much are the two tickets in total?

A. Four pounds.

B. Seven pounds.

C. Fourteen pounds.

**Answer:** The two return tickets cost seven pounds in total.

**Why:** The clerk says Seven pounds for two returns.

**P10-L1-Q04.** Which stop is confirmed? Write the letter.

**Answer:** The confirmed stop is D.

**Why:** The clerk corrects B to D, and the customer repeats D.

**Also accepted:** stop D

## 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.

**Driver:** Hello, everyone. This is bus nine to Lake Park. We are leaving now. Our first stop is Town Hall. The second and last stop is Lake Park. The trip to the park takes fifteen minutes. At the park, please leave the bus by the back door. The café is on your left when you get off. The toilets are next to the café. For the town centre, take bus nine from the same stop on the other side of the road. The next bus back is at twelve thirty. Please ask me if you need help.

**P10-L2-Q01.** What is the last stop on the bus?

A. Town Hall.

B. Bay Station.

C. Lake Park.

**Answer:** Lake Park is the last stop.

**Why:** The driver calls Lake Park the second and last stop.

**P10-L2-Q02.** How many minutes is the trip to the park? Write the number.

**Answer:** The trip takes fifteen minutes.

**Why:** The driver gives the journey time as fifteen minutes.

**Also accepted:** fifteen / 15 minutes / fifteen minutes

**P10-L2-Q03.** Where are the toilets?

A. Next to the café.

B. Inside Town Hall.

C. Behind the station.

**Answer:** The toilets are next to the café.

**Why:** The driver gives this location after describing the café.

**P10-L2-Q04.** What time is the next bus back? Write the time.

**Answer:** The next bus back is at twelve thirty.

**Why:** The final travel detail is the next bus back at twelve thirty.

**Also accepted:** 12.30 / twelve thirty / half past twelve

## 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.

**Answer:** I need a return ticket.

**Why:** A return covers the journey there and back.

**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?

**Answer:** What time does the bus leave?

**Why:** Leave asks about departure. Arrive asks about reaching the destination.

**P10-U-Q03.** Complete with left or right: The shop is on your left, not on your ___.

**Answer:** The shop is on your left, not on your right.

**Why:** Left and right are the two directions contrasted here.

**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.

**Answer:** Two single tickets cost six pounds.

**Why:** Two tickets at £3 each cost 3 + 3 = £6.

**P10-U-Q05.** Use all the words to make one direction: straight / to / bridge / the / Go.

**Answer:** Go straight to the bridge.

**Why:** Start a direction with the basic verb 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.

**Answer:** Did you say stop C?

**Why:** This repeats the uncertain detail as a question.

**P10-U-Q07.** Complete with at or in: The bus leaves ___ 8:45.

**Answer:** The bus leaves at 8:45.

**Why:** Use at before a clock time.

**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.

**Answer:** Start at the station door and face the bridge.

**Why:** This gives both a starting place and a direction to face.

## 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.

**Partner only:** 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.

**One possible exchange:** Customer: Two adult returns to the museum, please. We need to arrive before ten.
Seller: The 9:10 bus arrives at 9:35.
Customer: Good. How much is it for two?
Seller: Six pounds. Stop F.
Customer: Two returns, six pounds, 9:10 from stop F. Thank you.

**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.

## 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.

**Partner only:** 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.

**One possible exchange:** Guide: From the west door of Elm Hotel, face the bridge. Walk straight to it, but do not cross. Turn left into Field Road. The pool is the first building on your right.
Visitor: Do I cross the bridge?
Guide: No. Turn left before the bridge.

Visitor: What time does the pool close?
Guide: At six.

**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.

## 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.

**One possible response:** Hi Lian,
My train leaves West Station at 2:10 and arrives at Hill Station at 2:45. Please meet me at the ticket desk at Hill Station. See you there!

• 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.

## 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.

**One possible response:** Traveller name: Ara Vale
From: North Station
To: River Park
Day: Friday
Departure time: 11:15
Number of adults: 1
Ticket type: Single

• 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.

## 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.

**Possible answer:** I need the 8:10 bus. It arrives at 8:35, before nine. The 8:40 bus arrives after nine.

**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.

**Possible answer:** From the café door, face the bank and walk to it. Turn left into Rose Road. The library is on your right.

**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.

**Possible answer:** The ticket type, total and stop must match the partner's new card. Ask for a repeat if needed. A spoken report should name two singles, the total price and the stop; no fixed answer is required.

## 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.

**Alex:** Were you at the English class yesterday, Jo?

**Jo:** Yes, I was. Were you there?

**Alex:** No, I was not. I was at work until seven.

**Jo:** The class was at six, but the teacher was a little late.

**Alex:** Was the class difficult?

**Jo:** No. It was useful. We were in room four, not room two.

**Alex:** Was Ben there?

**Jo:** Yes. He was early. He was at the school at half past five.

**Alex:** Thank you. I can ask him about the lesson.

# 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

**Answer:** at home

**Why:** The first sentence says Ella is usually at home on Sunday.

**VI help:** Câu đầu: usually at home on Sunday.

**W13D1Q02.** Reading: Where was Ella yesterday morning?

A. office

B. park

C. school

**Answer:** office

**Why:** She was at the office in the morning.

**VI help:** In the morning, at the office.

**W13D1Q03.** Reading: Why were Ella’s colleagues at the office?

A. a test

B. a broken computer

C. a small event

**Answer:** a small event

**Why:** There was a small event at the office.

**VI help:** Because there was a small event.

**W13D1Q04.** Reading: What was the café like?

A. closed

B. crowded

C. quiet

**Answer:** crowded

**Why:** The reading says The café was crowded.

**VI help:** The café was crowded.

**W13D1Q05.** Reading: How did Ella feel at eight in the evening?

A. tired but happy

B. angry

C. hungry and sad

**Answer:** tired but happy

**Why:** She was tired but happy.

**VI help:** She was tired, but happy.

**W13D1Q06.** Reading: Where was Ella’s brother?

A. at home

B. at school

C. a friend’s house

**Answer:** a friend’s house

**Why:** He was at a friend’s house, not at home.

**VI help:** He was at 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.

**Example:** Ella was at the office in the morning. The café was crowded at twelve. She was on a bus at five. At eight, she was tired but happy at home.

### 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.

**Example:** Ella was at the office in the morning. The café was crowded at twelve. She was on a bus at five. At eight, she was tired but happy at home.

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

**Answer:** Yes

**Why:** Yes. Jo answers Yes, I was.

**VI help:** Jo trả lời Yes, I was.

**W13D2Q02.** Listening: Where was Alex until seven?

A. at school

B. at home

C. at work

**Answer:** at work

**Why:** Alex says I was at work until seven.

**VI help:** I was at work until seven.

**W13D2Q03.** Listening: What time was the class scheduled for?

A. five thirty

B. six

C. seven

**Answer:** six

**Why:** Jo says The class was at six.

**VI help:** The class was at six.

**W13D2Q04.** Listening: Which room did the class use?

A. four

B. two

C. six

**Answer:** four

**Why:** Jo says room four, not room two.

**VI help:** Room four, not room two.

**W13D2Q05.** Listening: What does Jo think of the class?

A. difficult

B. boring

C. useful

**Answer:** useful

**Why:** Jo says it was useful, in reply to the question about difficulty.

**VI help:** No, it was useful.

**W13D2Q06.** Listening: What time was Ben at school?

A. seven

B. half past five

C. six

**Answer:** half past five

**Why:** Ben was at school at half past five.

**VI help:** He was at school at half past five.

### 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.

**Example:** Jo was at class yesterday. Alex was at work. The class was in room four. Ben was at school at half past five.

### 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.

**Example:** Jo was at class yesterday. Alex was at work. The class was in room four. Ben was at school at half past five.

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.

**Answer:** was

**Why:** Use was with I for the past.

**VI help:** I dùng was.

**W13D3Q02.** Complete with was or were: We ___ at the café.

**Answer:** were

**Why:** Use were with we.

**VI help:** We dùng were.

**W13D3Q03.** Complete with Was or Were: ___ she at home?

**Answer:** Was

**Why:** Use was with she, including in a question.

**VI help:** She dùng was.

**W13D3Q04.** Complete with Was or Were: ___ you tired?

**Answer:** Were

**Why:** Use were with you.

**VI help:** You dùng were.

**W13D3Q05.** Complete with was or were: Yes, I ___.

**Answer:** was

**Why:** The answer has I, so use was.

**VI help:** Trả lời với I dùng was.

**W13D3Q06.** Complete with now or ago: two days ___.

**Answer:** ago

**Why:** Ago goes after a length of time when we mean before now.

**VI help:** Ago đặt sau khoảng thời gian khi chỉ trước đây.

## 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.

**Example:** I was at home yesterday. My friends were at a café. I was not late for class. Were you tired last night?

## 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.

**Example:** I was at home yesterday. My friends were at a café. I was not late for class. Were you tired last night?

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 ____.

**Answer:** yesterday

**Why:** The word is yesterday. The full sentence is I was at home yesterday.

**VI help:** Cụm cần dùng là yesterday. Câu đầy đủ: I was at home yesterday.

**W13D4Q02.** Use this week's phrase meaning the night before today: We were tired ____.

**Answer:** last night

**Why:** The phrase is last night. The full sentence is We were tired last night.

**VI help:** Cụm cần dùng là last night. Câu đầy đủ: We were tired last night.

**W13D4Q03.** Use this week's phrase meaning the week before this one: She was busy ____.

**Answer:** last week

**Why:** The phrase is last week. The full sentence is She was busy last week.

**VI help:** Cụm cần dùng là last week. Câu đầy đủ: She was busy last week.

**W13D4Q04.** Put all the words in order: was / home / I / at / yesterday.

**Answer:** I was at home yesterday.

**Why:** I was at home yesterday is correct. Yesterday, I was at home is also accepted.

**VI help:** Mẫu đúng: I was at home yesterday. Nghĩa: Hôm qua tôi ở nhà.

**Also accepted:** Yesterday, I was at home.

**W13D4Q05.** Put all the words in order: were / the / They / at / park.

**Answer:** They were at the park.

**Why:** The sentence is They were at the park.

**VI help:** Mẫu đúng: They were at the park. Nghĩa: Họ đã ở công viên.

**W13D4Q06.** Put all the words in order: was / late / She / not.

**Answer:** She was not late.

**Why:** The sentence is She was not late. Put not after was.

**VI help:** Mẫu đúng: She was not late. Nghĩa: Cô ấy không đến muộn.

### 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.

**Example:** Yesterday, I was at work at nine. I was busy in the morning. At twelve, I was at a small café. It was quiet. At six, I was at home with my family. We were tired but happy.

### 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.

**Example:** Yesterday, I was at work at nine. I was busy in the morning. At twelve, I was at a small café. It was quiet. At six, I was at home with my family. We were tired but happy.

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

**Answer:** good

**Why:** The reading says the event was good.

**VI help:** The event was good.

**W13D5Q02.** Reading: Where was Ella at five?

A. at a café

B. at home

C. on a bus

**Answer:** on a bus

**Why:** She was on a bus at five.

**VI help:** At five, on a bus.

**W13D5Q03.** Listening: Who was late?

A. Jo

B. teacher

C. Ben

**Answer:** teacher

**Why:** Jo says the teacher was a little late.

**VI help:** The teacher was a little late.

**W13D5Q04.** Listening: Was Ben early or late?

A. early

B. late

C. not stated

**Answer:** early

**Why:** Jo says He was early.

**VI help:** Jo nói He was early.

**W13D5Q05.** Which question is correct?

A. Where was you yesterday?

B. Where you were yesterday?

C. Where were you yesterday?

**Answer:** Where were you yesterday?

**Why:** Use were with you and put it before you: Where were you yesterday?

**VI help:** You dùng were; câu hỏi đảo were trước you.

**W13D5Q06.** Vocabulary review: Use this week’s word meaning before now, placed after a time phrase such as two days.

**Answer:** ago

**Why:** The word is ago. Example: I was here two days ago.

**VI help:** Đáp án: ago. Ví dụ sử dụng: I was here two days ago.

**W13D5Q07.** Vocabulary review: Use this week’s word meaning needing rest.

**Answer:** tired

**Why:** The word is tired. Example: He was tired after work.

**VI help:** Đáp án: tired. Ví dụ sử dụng: He was tired after work.

**W13D5Q08.** Vocabulary review: Use this week’s word meaning with little noise.

**Answer:** quiet

**Why:** The word is quiet. Example: The park was quiet.

**VI help:** Đáp án: quiet. Ví dụ sử dụng: The park was quiet.

**W13D5Q09.** Rewrite the whole sentence correctly: I were at home.

**Answer:** I was at home.

**Why:** Use was with I: I was at home.

**VI help:** I dùng was ở quá khứ.

**Also accepted:** I was home.

**W13D5Q10.** Rewrite the whole sentence correctly: They was tired.

**Answer:** They were tired.

**Why:** Use were with they: They were tired.

**VI help:** They dùng were.

### 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.

**Example:** Were you at class yesterday? Was it in room four? Was the teacher late? Was the lesson difficult? I was not there because I was at work. I was busy until eight.

### 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.

**Example:** Were you at class yesterday? Was it in room four? Was the teacher late? Was the lesson difficult? I was not there because I was at work. I was busy until eight.

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.

**Answer:** Room 8 is upstairs.

**Why:** The welcome card gives the room number followed by upstairs.

**P11-R1-Q02.** What time does breakfast start? Write the time.

**Answer:** Breakfast starts at seven thirty.

**Why:** The breakfast period is from 7:30 to 9:00.

**Also accepted:** 7.30 / seven thirty / half past seven / 07:30 / 07.30 / 7:30 am / 7:30 a.m.

**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.

**Answer:** They should leave their room before ten on Thursday.

**Why:** The departure instruction names Thursday before 10:00.

**P11-R1-Q04.** Where should they put the key? Write the place.

**Answer:** They should put the key in the box at the front desk.

**Why:** The key instruction says to put it in the box at the front desk.

**Also accepted:** the box at the front desk / in the box / the box

## 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.

**Answer:** Ona is writing a postcard.

**Why:** Ona says I am writing. The cousin is reading the map.

**P11-R2-Q02.** Who is with Ona? Write the family relationship.

**Answer:** Ona is with a cousin.

**Why:** The opening sentence says with my cousin.

**Also accepted:** a cousin / my cousin / her cousin / Ona’s cousin / Ona's cousin

**P11-R2-Q03.** Where is their hotel?

A. Next to the beach.

B. Inside the harbour.

C. Behind the station.

**Answer:** Their hotel is next to the beach.

**Why:** The postcard gives this location directly.

**P11-R2-Q04.** What animal does Ona ask for a photo of? Write the animal.

**Answer:** Ona asks for a photo of Rue’s new dog.

**Why:** The last question asks for a photo of your new dog.

**Also accepted:** a dog / the dog / new dog

# 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.

**Guest:** Hello. My name is Tavi Moss. I have a room for tonight.

**Host:** Welcome, Tavi. Yes, one person for one night. Your room is eleven.

**Guest:** Thank you. Is it upstairs?

**Host:** No, it is on this floor, near the garden door.

**Guest:** What time is breakfast?

**Host:** From eight to nine thirty in the kitchen. It is included in the room price.

**Guest:** Good. Can I have a towel, please?

**Host:** Of course. Here is a towel and your key.

**Guest:** Thank you. Room eleven, near the garden door. Breakfast from eight.

**P11-L1-Q01.** How long is Tavi staying?

A. For two nights.

B. For one night.

C. For one week.

**Answer:** Tavi is staying for one night.

**Why:** The host confirms one person for one night.

**P11-L1-Q02.** What is Tavi's room number? Write the number.

**Answer:** Tavi's room is number eleven.

**Why:** The host says eleven, and Tavi repeats it at the end.

**Also accepted:** eleven / room 11 / room eleven

**P11-L1-Q03.** Where is the room?

A. Upstairs above the kitchen.

B. Across the street.

C. On this floor, near the garden door.

**Answer:** The room is on this floor, near the garden door.

**Why:** The host says No to upstairs and gives the correct position.

**P11-L1-Q04.** What does Tavi ask for besides the key? Write the item.

**Answer:** Tavi asks for a towel.

**Why:** The guest asks Can I have a towel, please?

**Also accepted:** towel

## 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.

**Nell:** Hi, Ivo. We are at Pine Guest House today. It is near the small bridge, not near the station. The weather is rainy, so we are having lunch inside. Please meet us here at one forty-five. We have a table for three people. You can ask for Nell at the front desk. We need a map of the town. Can you bring one? Yesterday we were at the lake, and it was sunny. Today we can visit the town museum after lunch. Please call if you cannot find the guest house. See you soon.

**P11-L2-Q01.** Where is Pine Guest House?

A. Near the small bridge.

B. Near the station.

C. On Green Island.

**Answer:** Pine Guest House is near the small bridge.

**Why:** Nell says near the small bridge, not near the station.

**P11-L2-Q02.** What time should Ivo meet Nell? Write the time.

**Answer:** Ivo should meet Nell at one forty-five.

**Why:** The message gives one forty-five as today's meeting time.

**Also accepted:** 1.45 / 13:45 / one forty-five / one forty five / quarter to two / a quarter to two / 13.45 / 1:45 pm / 1.45 pm / 1:45 p.m.

**P11-L2-Q03.** What should Ivo bring?

A. A room key.

B. A map of the town.

C. Three towels.

**Answer:** Ivo should bring a map of the town.

**Why:** Nell says they need a map and asks Ivo to bring one.

**P11-L2-Q04.** How many people is the table for? Write the number.

**Answer:** The table is for three people.

**Why:** Nell says We have a table for three people.

**Also accepted:** three / three people

## Language in new situations

**P11-U-Q01.** Complete with am, is or are: We ___ at the guest house today.

**Answer:** We are at the guest house today.

**Why:** Use are with we for the present situation.

**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?

**Answer:** What time is breakfast?

**Why:** What time asks for the meal time.

**P11-U-Q03.** Complete with on or at: We arrive ___ Friday.

**Answer:** We arrive on Friday.

**Why:** Use on before a day of the week.

**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.

**Answer:** Can I have a key, please?

**Why:** This request clearly names the item you need.

**P11-U-Q05.** Use all the words to make one message: at / hotel / the / I / am.

**Answer:** I am at the hotel.

**Why:** Use I am + at the hotel to give your location.

**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.

**Answer:** Nine is within breakfast hours.

**Why:** Nine is after eight and before nine thirty.

**P11-U-Q07.** Optional extra: complete with was or were. Yesterday I ___ at the beach.

**Answer:** Yesterday I was at the beach.

**Why:** For this past-time extension, use was with I. This item is extra practice, not an A1 outcome gate.

**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.

**Answer:** We were at the lake yesterday.

**Why:** Use were with we in this optional past-time practice. Past-tense accuracy is not an A1 outcome gate here.

## 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.

**Partner only:** 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?

**One possible exchange:** Guest: Hello. I am Niko Elm. We booked for two adults, two nights. What is our room number?
Host: Fourteen.
Guest: What time is breakfast, and how much is the stay?
Host: Breakfast is 7:30 to 9:00. The total is £120. Do you need one key or two?
Guest: Two, please. Room 14, breakfast from 7:30. Thank you.

**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.

## 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.

**Partner only:** 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.

**One possible exchange:** Visitor: Hi. I am at Seabird Hotel today. It is sunny. I am sitting in the garden and writing to you.
Friend: Is there a café near the hotel?
Visitor: Yes. Blue Café is next to it.
Optional extra: Yesterday I was at the station.

**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.

## 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.

**One possible response:** Full name: Ivy Chen
Arrival day: Monday
Number of nights: 3
Contact email: ivy.chen@example.com
One request: One extra towel, please.

• 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.

## 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.

**One possible response:** Dear Aki,
I am in a small town near the sea. It is cool and sunny. I am having tea outside a café. How are you? I hope your new class is good.
Love, Min

• 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.

## 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.

**Possible answer:** What is my room number? Room 3. What time is breakfast? From 8:15 to 9:30. What time do I need to leave the room? Before 10:30.

**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.

**Possible answer:** Example: Hi Sol. I am at River Hotel near the bank. Please meet me here at 2:20. Can you bring an umbrella?

**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.

**Possible answer:** The note must match the partner's new room, meal time and instruction. The optional yesterday sentence is extra language practice and is not required for this outcome.

## 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.

**Volunteer:** Welcome. Are you a new member?

**Tina:** Yes. My name is Tina. Is the meeting in room three?

**Volunteer:** No, room five. Go straight and turn left at the board.

**Tina:** Thank you. Can I buy some tea?

**Volunteer:** Tea is free. Water is one pound a bottle.

**Tina:** I would like water, please. Does the meeting finish at one?

**Volunteer:** No, at twelve. The speaking practice starts at half past eleven.

**Tina:** Good. I can stay until twelve. I am ready to start.

# 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

**Answer:** Saturday

**Why:** The notice says Saturday meeting.

**VI help:** Thông báo nêu Saturday meeting.

**W14D1Q02.** Reading: What should learners bring?

A. lunch and cup

B. passport

C. notebook and pen

**Answer:** notebook and pen

**Why:** The notice asks learners to bring a notebook and a pen.

**VI help:** Please bring a notebook and a pen.

**W14D1Q03.** Reading: Where is the kitchen?

A. outside

B. next to room five

C. behind the park

**Answer:** next to room five

**Why:** The kitchen is next to room five.

**VI help:** The kitchen is next to room five.

**W14D1Q04.** Reading: How much is tea?

A. free

B. one pound

C. two pounds

**Answer:** free

**Why:** Tea is free.

**VI help:** Tea is free.

**W14D1Q05.** Reading: What time does speaking practice start?

A. 11:00

B. 12:00

C. 11:30

**Answer:** 11:30

**Why:** The notice says half past eleven, which is 11:30.

**VI help:** Half past eleven.

**W14D1Q06.** Reading: Which way should a visitor turn at the board?

A. Do not turn.

B. left

C. right

**Answer:** left

**Why:** The direction is turn left at the board.

**VI help:** Turn left at the board.

### 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.

**Example:** The club meets on Saturday at ten. The meeting is in room five. Tea is free. Speaking practice starts at eleven thirty, and the meeting finishes at twelve.

### 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.

**Example:** The club meets on Saturday at ten. The meeting is in room five. Tea is free. Speaking practice starts at eleven thirty, and the meeting finishes at twelve.

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

**Answer:** Tina

**Why:** The new member says My name is Tina.

**VI help:** My name is Tina.

**W14D2Q02.** Listening: What is the correct room number?

A. one

B. five

C. three

**Answer:** five

**Why:** The volunteer corrects room three to room five.

**VI help:** Tình nguyện viên sửa room 3 thành 5.

**W14D2Q03.** Listening: What drink does Tina finally choose?

A. water

B. tea

C. coffee

**Answer:** water

**Why:** Tina says I would like water.

**VI help:** I would like water.

**W14D2Q04.** Listening: How much is one bottle of water?

A. free

B. two pounds

C. one pound

**Answer:** one pound

**Why:** The volunteer says one pound a bottle.

**VI help:** One pound a bottle.

**W14D2Q05.** Listening: What is the confirmed finish time?

A. eleven

B. twelve

C. one

**Answer:** twelve

**Why:** The volunteer corrects one to twelve.

**VI help:** Tình nguyện viên sửa one thành twelve.

**W14D2Q06.** Listening: Can Tina stay until the meeting ends?

A. Yes

B. No

C. Not stated

**Answer:** Yes

**Why:** Yes. Tina says I can stay until twelve.

**VI help:** I can stay until twelve.

### 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.

**Example:** Tina is a new member. She needs room five, not room three. She buys water. She can stay until twelve.

### 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.

**Example:** Tina is a new member. She needs room five, not room three. She buys water. She can stay until twelve.

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.

**Answer:** am

**Why:** Use am with I.

**VI help:** I dùng am.

**W14D3Q02.** Complete with start or starts: The meeting ___ at ten.

**Answer:** starts

**Why:** The meeting is singular, so use starts in the present simple.

**VI help:** Meeting số ít dùng starts.

**W14D3Q03.** Complete with wait or waiting: We are ___ now.

**Answer:** waiting

**Why:** Use are + an -ing verb: waiting.

**VI help:** Are + V-ing.

**W14D3Q04.** Complete with help or helps: She can ___.

**Answer:** help

**Why:** Use the basic verb help after can.

**VI help:** Can + động từ cơ bản.

**W14D3Q05.** Optional past-time practice. Complete with was or were: They ___ at the club yesterday.

**Answer:** were

**Why:** Use were with they in the optional past-time pattern.

**VI help:** They dùng were.

**W14D3Q06.** Complete with some or any: Do you have ___ water?

**Answer:** Do you have any water? Also possible: Do you have some water?

**Why:** Any is the usual choice for a neutral question. Some is also possible when the speaker expects water to be available or is making a request; both are accepted here because the prompt gives no further context.

**VI help:** Any thường dùng trong câu hỏi trung tính. Some cũng dùng được khi người nói nghĩ có nước hoặc muốn xin nước; câu hỏi không nêu thêm ngữ cảnh nên chấp nhận cả hai.

**Also accepted:** some

## 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.

**Example:** I am a member. I study on Saturday. I am waiting in room five. I can help with the chairs. The last meeting was useful.

## 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.

**Example:** I am a member. I study on Saturday. I am waiting in room five. I can help with the chairs. The last meeting was useful.

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.

**Answer:** welcome

**Why:** The word is welcome. The complete sentence is Welcome to our club.

**VI help:** Cụm cần dùng là welcome. Câu đầy đủ: Welcome to our club.

**W14D4Q02.** Use this week's word for someone who belongs to a club: She is a new ____.

**Answer:** member

**Why:** The word is member. The complete sentence is She is a new member.

**VI help:** Cụm cần dùng là member. Câu đầy đủ: She is a new member.

**W14D4Q03.** Use this week's word for a planned time when people come together to talk: The ____ is at ten.

**Answer:** meeting

**Why:** The word is meeting. The complete sentence is The meeting is at ten.

**VI help:** Cụm cần dùng là meeting. Câu đầy đủ: The meeting is at ten.

**W14D4Q04.** Put all the words in order: am / new / I / a / member.

**Answer:** I am a new member.

**Why:** The sentence is I am a new member.

**VI help:** Mẫu đúng: I am a new member. Nghĩa: Tôi là thành viên mới.

**W14D4Q05.** Put all the words in order: club / on / The / meets / Saturday.

**Answer:** The club meets on Saturday.

**Why:** The sentence is The club meets on Saturday.

**VI help:** Mẫu đúng: The club meets on Saturday. Nghĩa: Câu lạc bộ gặp vào thứ Bảy.

**Also accepted:** On Saturday, the club meets.

**W14D4Q06.** Put all the words in order: are / in / five / We / waiting / room.

**Answer:** We are waiting in room five.

**Why:** The sentence is We are waiting in room five.

**VI help:** Mẫu đúng: We are waiting in room five. Nghĩa: Chúng tôi đang chờ ở phòng 5.

**Also accepted:** In room five, we are waiting.

### 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.

**Example:** Welcome to our club. The meeting is on Saturday at ten in room five. Please bring a notebook and a pen. The kitchen is next to room five. Tea is free, and water is one pound a bottle. The meeting finishes at twelve. Ask a volunteer if you need help.

### 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.

**Example:** Welcome to our club. The meeting is on Saturday at ten in room five. Please bring a notebook and a pen. The kitchen is next to room five. Tea is free, and water is one pound a bottle. The meeting finishes at twelve. Ask a volunteer if you need help.

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

**Answer:** twelve

**Why:** The notice says there are twelve new members.

**VI help:** There are twelve new members.

**W14D5Q02.** Reading: Who should a learner ask for help?

A. a nurse

B. a volunteer

C. a driver

**Answer:** a volunteer

**Why:** The notice says to ask a volunteer for help.

**VI help:** Ask a volunteer for help.

**W14D5Q03.** Listening: What finish time does Tina guess incorrectly?

A. one

B. twelve

C. eleven thirty

**Answer:** one

**Why:** Tina asks whether the meeting finishes at one. The volunteer corrects this to twelve.

**VI help:** Tina hỏi finish at one; câu trả lời sửa 12.

**W14D5Q04.** Listening: What speaking-practice time is confirmed?

A. ten

B. half past twelve

C. half past eleven

**Answer:** half past eleven

**Why:** Speaking practice starts at half past eleven.

**VI help:** Speaking practice starts at half past eleven.

**W14D5Q05.** Which sentence correctly describes an action happening now?

A. We is waiting.

B. We are waiting.

C. We waiting.

**Answer:** We are waiting.

**Why:** Use are with we and an -ing verb: We are waiting.

**VI help:** We dùng are và động từ-ing.

**W14D5Q06.** Vocabulary review: Use this week’s verb meaning take something with you to the place being discussed.

**Answer:** bring

**Why:** The word is bring. Example: Please bring a notebook.

**VI help:** Đáp án: bring. Ví dụ sử dụng: Please bring a notebook.

**W14D5Q07.** Vocabulary review: Use this week’s word for a board that gives instructions or information.

**Answer:** sign

**Why:** The word is sign. Example: Read the sign by the door.

**VI help:** Đáp án: sign. Ví dụ sử dụng: Read the sign by the door.

**W14D5Q08.** Vocabulary review: Use this week’s word for a short rest between activities.

**Answer:** break

**Why:** The word is break. Example: The break is at eleven.

**VI help:** Đáp án: break. Ví dụ sử dụng: The break is at eleven.

**W14D5Q09.** Rewrite the whole sentence correctly: She can helps.

**Answer:** She can help.

**Why:** Use the basic verb after can: She can help.

**VI help:** Sau can dùng động từ cơ bản.

**W14D5Q10.** Optional past-time practice. Rewrite the whole sentence correctly: They was in room five.

**Answer:** They were in room five.

**Why:** Use were with they: They were in room five.

**VI help:** They đi với were ở quá khứ.

**Also accepted:** They were in room 5.

### 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.

**Example:** Hello. I am Linh. I am from Hue, and I am an office worker. I study English on Wednesday and Saturday. I can help with the computer. Yesterday, I was at home with my family. Today, I am happy to meet new people at the club.

### 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.

**Example:** Hello. I am Linh. I am from Hue, and I am an office worker. I study English on Wednesday and Saturday. I can help with the computer. Yesterday, I was at home with my family. Today, I am happy to meet new people at the club.

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. |

| Useful phrase | Vietnamese help | Example |
|---|---|---|
| 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.

**Answer:** Entry is free, and lunch costs three pounds a plate.

**Why:** The notice separates free entry from the lunch price.

**P12-R1-Q02.** Which gate should visitors use? Write east or west.

**Answer:** Visitors should use the east gate.

**Why:** The notice says the west gate is closed.

**Also accepted:** east gate / the east gate

**P12-R1-Q03.** What should visitors bring for water?

A. A ticket.

B. A plate of food.

C. Their own cup.

**Answer:** Visitors should bring their own cup.

**Why:** The notice asks visitors to bring their own cup for free water.

**P12-R1-Q04.** What time do the games start in this notice? Write the time.

**Answer:** The games start at eleven fifteen in this notice.

**Why:** The games line in the written notice says 11:15.

**Also accepted:** 11.15 / eleven fifteen / quarter past eleven / a quarter past eleven / 11:15 am / 11:15 a.m.

## 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.

**Answer:** Oli asks about food without meat.

**Why:** Oli writes I do not eat meat.

**P12-R2-Q02.** How many friends does Ada ask to bring? Write the number.

**Answer:** Ada asks to bring two friends.

**Why:** Ada’s message explicitly says two friends.

**Also accepted:** two / two friends

**P12-R2-Q03.** When can Mira help with the tables?

A. Before ten.

B. After lunch.

C. Only on Sunday.

**Answer:** Mira can help with the tables after lunch.

**Why:** Mira offers this help in the last reply.

**P12-R2-Q04.** What time can Mira arrive? Write the time.

**Answer:** Mira can arrive at eleven.

**Why:** Mira asks to come at eleven because ten is not possible.

**Also accepted:** 11 / 11:00 / 11.00 / eleven o’clock / eleven o'clock / 11:00 am / 11:00 a.m.

## 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.

**Visitor:** Hello. Are the games outside in the garden?

**Volunteer:** Not now. It is raining. The games are in Hall B.

**Visitor:** Is that upstairs?

**Volunteer:** No. Hall B is on this floor, behind the front desk.

**Visitor:** What time do the games start?

**Volunteer:** At eleven twenty. We need five more minutes to move the chairs.

**Visitor:** Eleven twenty. Do I need a ticket?

**Volunteer:** No, the games are free. Please bring your name card.

**Visitor:** I have it here. Can my friend come too?

**Volunteer:** Yes. Please tell your friend the new room and time.

**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.

**Answer:** The games are inside because it is raining.

**Why:** The volunteer gives rain as the reason.

**P12-L1-Q02.** What is the new hall? Write the letter or hall name.

**Answer:** The games are in Hall B.

**Why:** The volunteer gives Hall B as the new place.

**Also accepted:** Hall B

**P12-L1-Q03.** What does the visitor need to bring?

A. A name card.

B. A paid ticket.

C. A chair.

**Answer:** The visitor needs to bring a name card.

**Why:** The games are free, but the volunteer asks for a name card.

**P12-L1-Q04.** What is the new start time? Write the time.

**Answer:** The new start time is eleven twenty.

**Why:** The volunteer says eleven twenty, and the visitor repeats it.

**Also accepted:** 11.20 / eleven twenty / twenty past eleven / 11:20 am / 11:20 a.m.

## 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.

**Lena:** Hi, Remy. This is Lena. Our group is meeting at the community kitchen on Sunday, not Saturday. We start at half past nine. The kitchen is next to the sports shop on Green Road. We are making sandwiches for the picnic. You can bring bread. Ben can bring cheese. Please tell Ben the day, time and place because his phone is not working. We have six people in the group now. The picnic is free. After we finish the sandwiches, we can walk to the park together. Please send me a short reply to say you can come.

**P12-L2-Q01.** On which day does the group meet?

A. Saturday.

B. Sunday.

C. Friday.

**Answer:** The group meets on Sunday.

**Why:** Lena says Sunday, not Saturday.

**P12-L2-Q02.** What time does the group start? Write the time.

**Answer:** The group starts at half past nine.

**Why:** The voice message gives this start time.

**Also accepted:** 9.30 / nine thirty / half past nine / 09:30 / 09.30 / 9:30 am / 9:30 a.m.

**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.

**Answer:** Remy should tell Ben because Ben’s phone is not working.

**Why:** Lena gives this reason after asking Remy to pass on the details.

**P12-L2-Q04.** What can Ben bring? Write the food.

**Answer:** Ben can bring cheese.

**Why:** The message assigns bread to Remy and cheese to Ben.

**Also accepted:** some cheese

## Language in new situations

**P12-U-Q01.** Complete with bring or brings: She can ___ a friend.

**Answer:** She can bring a friend.

**Why:** Use the basic verb after can.

**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.

**Answer:** Yes. I can help with the chairs at ten.

**Why:** The reply confirms the time and offers a useful action.

**P12-U-Q03.** Complete with am, is or are: We ___ waiting at the east gate.

**Answer:** We are waiting at the east gate.

**Why:** Use are with we before waiting.

**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?

**Answer:** Room six, is that right?

**Why:** This repeats the detail and asks for confirmation.

**P12-U-Q05.** Use all the words to make one request: tell / Please / new / the / time / Ben.

**Answer:** Please tell Ben the new time.

**Why:** Use tell + person + information. This passes the new time to 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.

**Answer:** Ask how much it costs.

**Why:** The price is missing. Ask for it instead of inventing a fact.

**P12-U-Q07.** Complete with at or on: The games are ___ Sunday.

**Answer:** The games are on Sunday.

**Why:** Use on before a day. Use at before a clock time.

**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.

**Answer:** Good. From the station, go straight to the school garden. Use the east gate.

**Why:** The reply acknowledges the visit and gives the directions requested.

## 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.

**Partner only:** 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.

**One possible exchange:** Visitor: We like stories. Is there a free activity before twelve?
Helper: Stories are free at eleven in room three.
Visitor: We can come. I can help with chairs after that.
Helper: Can you carry chairs at 11:40?
Visitor: Yes. Stories at eleven, room three, then chairs at 11:40.

**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.

## 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.

**Partner only:** 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?

**One possible exchange:** Speaker: The craft activity is on Sunday at 2:30 in room 6. It is free now.
Friend: Two thirty, room six, free. Do I need to bring anything?
Speaker: Yes, a bottle of water.
Friend: Thank you. I have the new plan.

**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.

## 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.

**One possible response:** Hello, I am Arin. I can help with the tables and carry small boxes. I am free on Saturday from nine to eleven. Where can I meet you? Thank you.

• 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.

## 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.

**One possible response:** Hi Noor,
The community lunch is on Friday at 12:15 at River Hall. A meal costs £4. Please bring a cup. Would you like to come with me?

• 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.

## 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.

**Possible answer:** Example: The games are on Friday at 16:20 in room 7. They are free. Please bring a pencil.

**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.

**Possible answer:** Examples: Can you come to the hall at nine? Can you help with these chairs? Questions must fit the stated time and ability; do not ask the person to cook as if they can.

**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.

**Possible answer:** Success is accurate use of the new card, a clear reply and a response to a partner's follow-up. Record any repeats or help. A complete practice record does not by itself certify A1.

## 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

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## 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.

**Answer:** She works in a bakery.

**Why:** Mara says that she works in a small bakery near the station.

**A1-A-R1-Q02.** How old is Mara? Write her age.

**Answer:** Mara is twenty-four years old.

**Why:** The profile gives her age as twenty-four.

**Also accepted:** twenty-four / twenty four / 24 years old / twenty-four years old / twenty four years old

**A1-A-R1-Q03.** How does Mara go to work?

A. She walks.

B. She goes by train.

C. She goes by bus.

**Answer:** She walks.

**Why:** Mara walks because her work is near her home.

**A1-A-R1-Q04.** On which day does Mara not work? Write the day.

**Answer:** Mara does not work on Tuesdays.

**Why:** She says that she does not work on Tuesdays.

**Also accepted:** Tuesdays / on Tuesday / on Tuesdays

**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.

**Answer:** Her cousin plays with her.

**Why:** The profile says that Mara plays tennis with her cousin.

## 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.

**Answer:** The pool opens at nine in the morning.

**Why:** The opening time on the notice is 9 a.m.; 5 p.m. is the closing time.

**Also accepted:** 9 am / 9:00 a.m. / 9:00 / 09:00 / nine / nine o'clock / nine in the morning / 9am / 9:00 am / 9:00am / 9.00 am / 9.00 / 09.00 / 9

**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.

**Answer:** An adult ticket is £4.

**Why:** The notice gives the adult ticket price as £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.

**Answer:** They must bring a towel.

**Why:** Visitors must bring their own towel; the pool towels are for teachers.

**A1-A-R2-Q04.** Where can visitors eat their food? Write one word.

**Answer:** Visitors can eat their food outside.

**Why:** The notice asks visitors to eat food outside; water is allowed inside.

**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.

**Answer:** The shirt is yellow.

**Why:** The last part of the notice identifies the teacher by a yellow shirt.

## 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.

**Answer:** It is on the kitchen table.

**Why:** Zoe says that the bag is on the table in the kitchen.

**A1-A-R3-Q02.** What time does Zoe ask Arun to come? Write the time.

**Answer:** Zoe asks Arun to come at quarter past six on Thursday.

**Why:** The message asks for quarter past six; being at home after five does not change that meeting time.

**Also accepted:** 6.15 / 18:15 / six fifteen / quarter past six / a quarter past six / 6:15 p.m. / 6:15 pm / 18.15 / 6:15pm / 6.15 pm

**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.

**Answer:** She asks him to bring a red book.

**Why:** Zoe asks Arun to bring her red book.

**A1-A-R3-Q04.** What should Arun do when he arrives? Write a short answer.

**Answer:** Arun should call Zoe when he arrives.

**Why:** The doorbell does not work, so Zoe asks him to call.

**Also accepted:** call her / call / phone Zoe / phone her / phone / call her on the phone

**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.

**Answer:** Zoe's brother is studying.

**Why:** The message says that Zoe's brother is studying.

## 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.

**Answer:** It goes to Garden Pier.

**Why:** The route is from Town Pier to Garden Pier; the hut is the ticket office.

**A1-A-R4-Q02.** What time does the first boat leave Town Pier? Write the time.

**Answer:** The first boat leaves at 8:20 in the morning.

**Why:** The first departure listed is 8:20 a.m.

**Also accepted:** 8.20 / 08:20 / eight twenty / 8:20 a.m. / 8:20 am / 08.20 / 8:20am / 8.20 am

**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.

**Answer:** A single ticket is £3.

**Why:** The timetable states the single ticket price directly: £3.

**A1-A-R4-Q04.** Where do you buy a ticket? Write the place.

**Answer:** You buy a ticket at the blue hut beside Town Pier.

**Why:** The ticket instruction names the blue hut beside Town Pier.

**Also accepted:** blue hut / at the blue hut / the blue hut beside Town Pier / blue hut beside Town Pier / at the blue hut beside Town Pier

**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.

**Answer:** The journey takes fifteen minutes.

**Why:** Fifteen minutes is the journey time; five minutes is how early to arrive.

## 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.

**Visitor:** Hello. I cannot find my bag. Can you help me?

**Staff:** Yes. Is your bag green?

**Visitor:** No, it is black. It has a small white star on it.

**Staff:** I have a black bag here. Where were you?

**Visitor:** In the reading room. My bag was under my chair.

**Staff:** Is there a red notebook in your bag?

**Visitor:** Yes, there is. Can I get it this afternoon?

**Staff:** Yes. Please come to the reception desk before half past four.

**Visitor:** Before half past four. Thank you. I need it for my class tomorrow morning.

**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.

**Answer:** The bag is black.

**Why:** The visitor corrects the first suggestion: the bag is black, with a white star.

**A1-A-L1-Q02.** Where was the bag in the reading room? Write a short answer.

**Answer:** The bag was under the visitor's chair.

**Why:** The visitor says that the bag was under the chair, not on a table.

**Also accepted:** under a chair / under my chair / under his chair / under her chair / under the visitor's chair

**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.

**Answer:** A red notebook is inside.

**Why:** The staff member asks about a red notebook, and the visitor confirms it.

**A1-A-L1-Q04.** Where must the visitor collect the bag? Write the place.

**Answer:** The visitor must collect it at the reception desk.

**Why:** The staff member gives the reception desk as the collection point.

**Also accepted:** reception desk / reception / at reception / at the reception desk

**A1-A-L1-Q05.** Before what time must the visitor collect the bag? Write the time.

**Answer:** The visitor must collect it before half past four in the afternoon.

**Why:** The staff member gives half past four, and the visitor repeats it to check.

**Also accepted:** 4.30 / 16:30 / half past four / four thirty / 4:30 p.m. / 4:30 pm / before 4:30 / before half past four / 16.30 / 4:30pm / 4.30 pm

## 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.

**Customer:** Hello. I would like a haircut, please.

**Receptionist:** Of course. Can you come on Wednesday morning?

**Customer:** No, I work then. Is Thursday afternoon OK?

**Receptionist:** Yes. We have a time at two twenty.

**Customer:** Two twenty on Thursday? That is good. Can Emma cut my hair?

**Receptionist:** Yes, Emma is here that day. Please bring a photo of the hair you want.

**Customer:** OK. How long does the haircut take?

**Receptionist:** About twenty minutes. Our shop is opposite the bus station. What is your name?

**Customer:** Noah. Thank you. I will bring a photo.

**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.

**Answer:** The appointment is on Thursday.

**Why:** Noah cannot come on Wednesday; the receptionist agrees to Thursday.

**A1-A-L2-Q02.** What time is the appointment? Write the time.

**Answer:** The appointment is at 2:20 on Thursday afternoon.

**Why:** The receptionist offers two twenty, and Noah repeats the time.

**Also accepted:** 2.20 / 14:20 / two twenty / 2:20 p.m. / 2:20 pm / 14.20 / 2:20pm / 2.20 pm

**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.

**Answer:** Emma will cut his hair.

**Why:** Noah asks for Emma, and the receptionist confirms that Emma is there that day.

**A1-A-L2-Q04.** What should Noah bring? Write a short answer.

**Answer:** Noah should bring a photo of the hair he wants.

**Why:** The receptionist asks him to bring a photo, and he confirms that he will.

**Also accepted:** a photograph / a picture / photo / photograph / picture / a photo of the hair he wants / a picture of the hair he wants

**A1-A-L2-Q05.** How many minutes does the haircut take? Write the number.

**Answer:** The haircut takes about twenty minutes.

**Why:** The receptionist says that the haircut takes about twenty minutes.

**Also accepted:** twenty / 20 minutes / twenty minutes / about 20 / about twenty / about twenty minutes / about 20 minutes

## 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.

**Customer:** Good morning. I want some flowers for my sister's birthday.

**Seller:** These red flowers are fifteen pounds.

**Customer:** They are nice, but my sister likes yellow. Have you got yellow flowers?

**Seller:** Yes. These six yellow flowers are twelve pounds.

**Customer:** Six flowers for twelve pounds. I would like those, please.

**Seller:** Would you like white paper or blue paper?

**Customer:** Blue paper, please. Can I get the flowers later this morning?

**Seller:** Yes. Come at quarter to eleven.

**Customer:** Quarter to eleven. Thank you. They are a lovely birthday present. I am going to see her at lunchtime.

**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.

**Answer:** The customer buys yellow flowers.

**Why:** The customer chooses yellow flowers because the sister likes yellow.

**A1-A-L3-Q02.** How many flowers does the customer buy? Write the number.

**Answer:** The customer buys six flowers.

**Why:** The seller offers six yellow flowers, and the customer repeats the quantity.

**Also accepted:** six / 6 flowers / six flowers

**A1-A-L3-Q03.** How much do the chosen flowers cost? Write the price.

**Answer:** The chosen flowers cost twelve pounds.

**Why:** Twelve pounds is the price of the selected yellow flowers; fifteen pounds is for the red flowers.

**Also accepted:** 12 / twelve / 12 pounds / twelve pounds / GBP 12

**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.

**Answer:** The customer chooses blue paper.

**Why:** The customer says “Blue paper, please.”

**A1-A-L3-Q05.** What time should the customer collect the flowers? Write the time.

**Answer:** The customer should collect the flowers at quarter to eleven in the morning.

**Why:** Quarter to eleven means 10:45; both people confirm that collection time.

**Also accepted:** 10.45 / quarter to eleven / a quarter to eleven / ten forty-five / ten forty five / 10:45 a.m. / 10:45 am / 10:45am / 10.45 am

# 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.

**Announcer:** Hello, everyone. Welcome to Small Tree Books. On Friday, you can meet a writer here. The event starts at quarter past three in the afternoon. Please go to the upstairs room, not the room beside the café. Bring your favourite book. You can show it to the writer. Tickets are free, but you need one. Please get your ticket at the shop counter today. You can have a drink in the café before the event. I will say the main details again: Friday, quarter past three, in the upstairs room. Thank you.

**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.

**Answer:** They can meet the writer on Friday.

**Why:** The announcement names Friday twice.

**A1-A-L4-Q02.** What time does the event start? Write the time.

**Answer:** The event starts at quarter past three in the afternoon.

**Why:** The start time is quarter past three, repeated at the end.

**Also accepted:** 3.15 / 15:15 / quarter past three / a quarter past three / three fifteen / 3:15 p.m. / 3:15 pm / 15.15 / 3:15pm / 3.15 pm

**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.

**Answer:** It is in the upstairs room.

**Why:** The speaker says the upstairs room and explicitly rules out the room beside the café.

**A1-A-L4-Q04.** What should visitors bring? Write a short answer.

**Answer:** Visitors should bring their favourite book.

**Why:** The speaker asks visitors to bring a favourite book to show the writer.

**Also accepted:** their favourite book / a favourite book / my favourite book / favorite book / their favorite book / a favorite book / favourite book / your favourite book / your favorite book / my favorite book / book

**A1-A-L4-Q05.** Where can visitors get a ticket? Write the place.

**Answer:** Visitors can get a ticket at the shop counter.

**Why:** Tickets are free, but visitors must get one at the shop counter.

**Also accepted:** shop counter / the counter / counter / at the shop counter / at the counter / from the shop counter / from the counter

## 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.

**One possible response:** First name: Rina
Family name: Cole
Town: Pineford
Email address: rina.cole@example.com
Session: Saturday morning

• 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.

## 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.

**One possible response:** Hi June, can you study with me next Tuesday? Let us meet at the city library at four fifty in the afternoon. Please bring a notebook. Can you come? See you soon, Rina.

• 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.

## 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.

**Partner only:** 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.

**One possible exchange:** Illustrative response after the attempt: I live in Westford, in a flat. My kitchen is small. It has a table and two chairs. My friend is Elin. She is a driver. She likes music.
Listener: When do you see Elin?
Learner: On Sundays. We have lunch together.
Listener: What do you do in your kitchen?
Learner: I cook dinner there.

**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.

## 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.

**Partner only:** 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.

**One possible exchange:** After the attempt only.
Customer: When are the cooking lessons?
Worker: Wednesday at five forty, Saturday at ten thirty, or Saturday at one thirty.
Customer: How much is Saturday morning?
Worker: Seven pounds.

Customer: I would like Saturday at ten thirty. What do I bring?
Worker: A bowl.
Customer: Which room?
Worker: Room six. So, Sunday at half past ten?
Customer: No, Saturday at half past ten.
Worker: Saturday. That is right.
Customer: Thank you.

**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.

## 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.

## Listener and task evidence

### Instructions

Private listener sheet. Do not show the task answers to the learner.

Write what you hear. Do not invent missing details.

For S1, ask two relevant follow-up questions from the examiner card.

For S2, follow the worker card and include its one wrong-day check.

Write down repetition, rephrasing, prompts and any supplied answers.

If there is no live partner, write: Interaction not observed.

### Record what you hear

S1 - town/home: ____; room detail: ____; person: ____; two facts: ____ / ____.

S1 - follow-up question 1 and answer: ____; question 2 and answer: ____.

S2 - chosen day: ____; time: ____; price: ____; room: ____; item to bring: ____.

S2 - learner's questions: ____; response to the wrong-day check: ____.

Help used and exact example: ____; missing or unclear information: ____.

### Follow-up questions

What is near your home?

What do you do in that room?

When do you see this person?

What does this person like?

## Information to confirm

S1: the listener can record a home location, a room detail, a person and two relevant facts, plus meaningful answers to two follow-ups.

S2 private check: Saturday 10:30 a.m.; £7; Room 6; bring a bowl.

The learner corrects Sunday to Saturday, or otherwise clearly repairs the worker's wrong-day confirmation.

Slow repetition or rephrasing is allowed and recorded; supplying the booking answer is recorded as practice support.

## A1-A-W1 · What to look for

First name is Rina.

Family name is Cole.

Town is Pineford.

Email is rina.cole@example.com with no missing symbol or letter.

Session is Saturday morning.

## A1-A-W2 · What to look for

Addresses or clearly writes to June.

Invites June to study next Tuesday at 4:50 p.m. at the city library.

Requests a notebook.

Asks whether June can come.

The message is understandable without needing the model.

## A1-A-S1 · What to look for

Gives a town/location and type of home.

Describes one room with a relevant detail.

Identifies a person and gives two facts.

Answers two follow-up questions meaningfully; slow repetition is permitted.

## A1-A-S2 · What to look for

Asks for missing lesson information rather than reading the private worker card.

Selects Saturday 10:30 a.m. for £7 within the stated limits.

Finds Room 6 and the need to bring a bowl.

Corrects the worker's Sunday error.

Closes with a clear shared booking choice.

# 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.

**Answer:** He works in a hotel garden.

**Why:** Leon works in the garden at the Grand Hotel; the café and pool are other places he visits.

**A1-B-R1-Q02.** What time does Leon start work? Write the time.

**Answer:** Leon starts work at half past seven.

**Why:** The profile states that he starts at half past seven.

**Also accepted:** 7.30 / 07:30 / half past seven / seven thirty / 7:30 a.m. / 7:30 am / 07.30 / 7:30am / 7.30 am

**A1-B-R1-Q03.** How does Leon go to work?

A. He walks.

B. He goes by bus.

C. He goes by bicycle.

**Answer:** He goes by bus.

**Why:** The profile says that Leon goes to work by bus.

**A1-B-R1-Q04.** Who eats lunch with Leon? Write a short answer.

**Answer:** His friend Ami eats lunch with him.

**Why:** At lunchtime Leon eats with his friend Ami.

**Also accepted:** his friend Ami / his friend / a friend / his friend, Ami

**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.

**Answer:** They go swimming.

**Why:** The profile says that Leon takes his son swimming on Sundays.

## 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.

**Answer:** The museum opens at ten in the morning.

**Why:** The opening time is 10 a.m.; 4 p.m. is the closing time.

**Also accepted:** 10 am / 10:00 / 10:00 a.m. / ten / ten o'clock / ten in the morning / 10am / 10:00 am / 10:00am / 10.00 / 10.00 am / 10

**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.

**Answer:** An adult ticket is £6.

**Why:** Adults pay £6; only children enter for 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.

**Answer:** They should bring a pencil.

**Why:** The museum provides paper and asks visitors to bring a pencil.

**A1-B-R2-Q04.** Where must visitors leave large bags? Write the place.

**Answer:** Visitors must leave large bags at the front desk.

**Why:** The notice gives the front desk as the place for large bags.

**Also accepted:** front desk / at the front desk

**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.

**Answer:** Photos are not allowed in the small blue room.

**Why:** The notice allows photos in the main room but not in the small blue room.

## 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.

**Answer:** The picnic is on Sunday.

**Why:** Ben gives Sunday as the picnic day.

**A1-B-R3-Q02.** What time should Ruth come? Write the time.

**Answer:** Ruth should come at 2:45 in the afternoon.

**Why:** The message gives the time as two forty-five.

**Also accepted:** 2.45 / 14:45 / two forty-five / two forty five / quarter to three / a quarter to three / 2:45 p.m. / 2:45 pm / 14.45 / 2:45pm / 2.45 pm

**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.

**Answer:** They plan to meet by the large tree in West Park.

**Why:** The planned meeting place is the large tree in West Park; Ben's flat is a possible place if it rains.

**A1-B-R3-Q04.** Who has the cups? Write the name.

**Answer:** Max has the cups.

**Why:** Ben says that Max has some cups.

**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.

**Answer:** He asks her to bring apple juice.

**Why:** Ben already has bread and cheese and asks Ruth to bring apple juice.

## 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.

**Answer:** It goes to Hill Garden.

**Why:** The route lists Station, then Lake, then Hill Garden.

**A1-B-R4-Q02.** What time does the last bus leave the station for Hill Garden? Write the time.

**Answer:** The last bus from the station leaves at 1:40 p.m.

**Why:** The last outward departure is 1:40 p.m.; 4:20 p.m. is the last return from Hill Garden.

**Also accepted:** 1.40 / 13:40 / one forty / twenty to two / 1:40 p.m. / 1:40 pm / 13.40 / 1:40pm / 1.40 pm

**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.

**Answer:** The driver sells the tickets.

**Why:** The notice tells passengers to buy a ticket from the driver.

**A1-B-R4-Q04.** How many minutes is the journey to Hill Garden? Write the number.

**Answer:** The journey to Hill Garden takes twenty-five minutes.

**Why:** The timetable states the journey time directly.

**Also accepted:** twenty-five / twenty five / 25 minutes / twenty-five minutes / twenty five minutes

**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.

**Answer:** An adult return ticket is £5.

**Why:** The adult return price is £5; children travel for free.

## 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.

**Staff:** Hello. This is North Side Sports Centre. I think we have your jacket.

**Owner:** Thank you. Is it blue?

**Staff:** Yes, blue. There is a small card in the pocket.

**Owner:** That is mine. Where was it?

**Staff:** Next to the door in the small gym.

**Owner:** Oh, yes. Can my brother get it for me?

**Staff:** Yes. Please ask him to come this afternoon before ten to six.

**Owner:** Does he go to reception?

**Staff:** No. The jacket is in the office now.

**Owner:** The office, before ten to six. Thank you for calling.

**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.

**Answer:** It has the owner's jacket.

**Why:** The caller says that the sports centre has the jacket.

**A1-B-L1-Q02.** What colour is the jacket? Write one word.

**Answer:** The jacket is blue.

**Why:** The owner asks whether it is blue, and the staff member confirms the colour.

**A1-B-L1-Q03.** What is in the pocket? Write a short answer.

**Answer:** A small card is in the pocket.

**Why:** The staff member identifies a small card in the jacket pocket.

**Also accepted:** card / a small card / small card

**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.

**Answer:** He should collect it from the office.

**Why:** The staff member corrects the suggestion of reception: the jacket is now in the office.

**A1-B-L1-Q05.** Before what time should the brother arrive? Write the time.

**Answer:** The brother should arrive before 5:50 in the afternoon.

**Why:** Ten to six means 5:50. The owner repeats the time to confirm it.

**Also accepted:** 5.50 / 17:50 / ten to six / five fifty / 5:50 p.m. / 5:50 pm / before ten to six / before 5:50 / 17.50 / 5:50pm / 5.50 pm

## 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.

**Receptionist:** Hello. I am calling from Park Dental Clinic about your appointment.

**Patient:** I have Thursday at three o'clock. Is that right?

**Receptionist:** We have a new time for you: Tuesday afternoon at two fifty. Is that OK?

**Patient:** Two fifty on Tuesday. Yes. Where is the new clinic?

**Receptionist:** At number four Market Street, next to the bank. Your dentist is Doctor Lee.

**Patient:** Do I need to bring anything?

**Receptionist:** Your green patient card, please. Please come ten minutes early.

**Patient:** Ten minutes early. Thank you. I will bring my green card.

**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.

**Answer:** The new appointment is on Tuesday.

**Why:** Thursday is the old appointment; the receptionist offers and confirms Tuesday.

**A1-B-L2-Q02.** What time is the new appointment? Write the time.

**Answer:** The new appointment is at 2:50 in the afternoon.

**Why:** The receptionist gives two fifty, and the patient repeats it.

**Also accepted:** 2.50 / 14:50 / two fifty / ten to three / 2:50 p.m. / 2:50 pm / 14.50 / 2:50pm / 2.50 pm

**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.

**Answer:** It is at 4 Market Street.

**Why:** The receptionist gives the address as number four Market Street.

**A1-B-L2-Q04.** What should the patient bring? Write a short answer.

**Answer:** The patient should bring the green patient card.

**Why:** The receptionist asks for the patient's green card, and the patient confirms this.

**Also accepted:** the green card / green card / a green patient card / the green patient card / green patient card / patient card / a patient card / my green card / the patient card / their green patient card / their green card

**A1-B-L2-Q05.** How many minutes early should the patient come? Write the number.

**Answer:** The patient should come ten minutes early.

**Why:** The receptionist asks the patient to arrive ten minutes early, and the patient repeats that instruction.

**Also accepted:** ten / 10 minutes / ten minutes / ten minutes early / 10 minutes early

## 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.

**Seller:** Good morning. What would you like today?

**Customer:** I want some fruit for our lunch. Are these pears ready to eat?

**Seller:** Yes. They are very good today. How many kilos would you like?

**Customer:** Three kilos, please. How much is that?

**Seller:** Nine pounds for three kilos.

**Customer:** That is fine. Can I have a paper bag?

**Seller:** Of course. Do you want to take the fruit now?

**Customer:** No. I have one more shop to visit. Can I collect it at quarter to twelve?

**Seller:** Yes. Your pears will be here at quarter to twelve.

**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.

**Answer:** The customer buys pears.

**Why:** The customer asks about the pears and the seller confirms that the pears will be ready to collect.

**A1-B-L3-Q02.** How many kilos does the customer buy? Write the number.

**Answer:** The customer buys three kilos of pears.

**Why:** Both people say three kilos.

**Also accepted:** three / 3 kilos / three kilos / 3 kilograms / three kilograms / 3 kg

**A1-B-L3-Q03.** How much does the fruit cost in total? Write the price.

**Answer:** The fruit costs nine pounds in total.

**Why:** The seller gives the total directly: nine pounds for three kilos.

**Also accepted:** 9 / nine / 9 pounds / nine pounds / GBP 9

**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.

**Answer:** The customer asks for a paper bag.

**Why:** The customer requests a paper bag, and the seller agrees.

**A1-B-L3-Q05.** What time will the customer collect the fruit? Write the time.

**Answer:** The customer will collect the fruit at quarter to twelve in the morning.

**Why:** Quarter to twelve means 11:45. The customer asks for that time and the seller confirms it.

**Also accepted:** 11.45 / quarter to twelve / a quarter to twelve / eleven forty-five / eleven forty five / 11:45 a.m. / 11:45 am / 11:45am / 11.45 am

## 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.

**Announcer:** Good morning and welcome to Westridge Garden. Our next bird walk is on Sunday. It starts at eleven twenty in the morning. Please meet at the red gate, not the gate near the car park. Our guide will be there in a green jacket. Bring a hat because there is very little

shade. The walk is free, but please get a ticket from the garden office. You can ask questions there, too. The walk ends at twelve. Let me repeat the start: Sunday, eleven twenty, at the red gate. We hope to see you.

**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.

**Answer:** The bird walk is on Sunday.

**Why:** The speaker names Sunday at the start and repeats it at the end.

**A1-B-L4-Q02.** What time does the walk start? Write the time.

**Answer:** The walk starts at 11:20 in the morning.

**Why:** Eleven twenty is the start time; twelve is the finish time.

**Also accepted:** 11.20 / eleven twenty / 11:20 a.m. / 11:20 am / 11:20am / 11.20 am

**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.

**Answer:** They should meet at the red gate.

**Why:** The announcement specifies the red gate and rules out the gate near the car park.

**A1-B-L4-Q04.** What should visitors bring? Write a short answer.

**Answer:** Visitors should bring a hat.

**Why:** The speaker asks visitors to bring a hat because there is little shade.

**Also accepted:** hat / their hat / my hat / a sun hat / sun hat / your hat / a sunhat / sunhat

**A1-B-L4-Q05.** Where can visitors get a ticket? Write the place.

**Answer:** Visitors can get a ticket from the garden office.

**Why:** The ticket collection point is the garden office.

**Also accepted:** garden office / the office / office / at the garden office / from the garden office / from the office / at the office

## 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.

**One possible response:** First name: Owen
Family name: Dale
Town: Mapleton
Email address: owen.dale@example.com
Collection time: Thursday afternoon

• 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.

## 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.

**One possible response:** Hi Sam, I am on the bus and it is late. I can be at the park at eleven ten this morning. Please wait for me by the gate. I am sorry. See you soon, Nora.

• 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.

## 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.

**Partner only:** 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.

**One possible exchange:** Illustrative response after the attempt: My uncle is called David. He is a cook. He likes football. I see him at a sports field. It is next to a school. There are some big

trees.
Listener: When do you meet him?
Learner: On Saturday mornings. We watch a game.
Listener: How do you get to the sports field?
Learner: I go by bus.

**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.

## 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.

**Partner only:** 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.

**One possible exchange:** After the attempt only.
Customer: When are the classes?
Worker: Friday at eleven thirty, Sunday at three twenty, or Sunday at one twenty.
Customer: How much is Sunday at three twenty?
Worker: Nine pounds.
Customer: I would like that class. Which room?
Worker: Room fourteen. Bring an old shirt.
Customer: Room fourteen and an old shirt. Thank you.
Worker: So, thirteen pounds?
Customer: No, nine pounds.
Worker: Yes, nine. See you on Sunday.

**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.

## 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.

## Listener and task evidence

### Instructions

Private listener sheet. Do not show the task answers to the learner.

Write what you hear. Leave unknown facts blank.

For S1, ask two relevant follow-up questions from the examiner card.

For S2, follow the worker card and include its one wrong-price check.

Record repetition, rephrasing, prompts and any supplied answers.

If there is no live partner, write: Interaction not observed.

### Record what you hear

S1 - person and relationship: ____; two facts: ____ / ____; meeting place: ____; place detail: ____.

S1 - follow-up question 1 and answer: ____; question 2 and answer: ____.

S2 - chosen day: ____; time: ____; price: ____; room: ____; item to bring: ____.

S2 - learner's questions: ____; response to the wrong-price check: ____.

Help used and exact example: ____; missing or unclear information: ____.

### Follow-up questions

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?

### Information to confirm

S1: the listener can record a person, relationship, two facts, a meeting place and a relevant place detail, plus meaningful answers to two follow-ups.

S2 private check: Sunday 3:20 p.m.; £9; Room 14; bring an old shirt.

The learner corrects thirteen pounds to nine pounds, or otherwise clearly repairs the worker's price error.

Slow repetition or rephrasing is allowed and recorded; supplying the correct choice is practice support.

### A1-B-W1 · What to look for

First name is Owen.

Family name is Dale.

Town is Mapleton.

Email is owen.dale@example.com with no missing symbol or letter.

Collection time is Thursday afternoon.

## A1-B-W2 · What to look for

Addresses or clearly writes to Sam.

Explains that the learner is on the bus and will be late.

Gives an arrival time of 11:10 a.m.

Asks Sam to wait at the park gate.

Includes an apology and remains understandable without the model.

## A1-B-S1 · What to look for

Identifies a person and relationship.

Gives two relevant personal facts.

Names or describes a place where they meet and one place detail.

Answers two follow-up questions meaningfully; slow repetition is permitted.

## A1-B-S2 · What to look for

Asks for missing class information without seeing the private worker card.

Selects Sunday 3:20 p.m. for £9 within the stated limits.

Finds Room 14 and the need to bring an old shirt.

Corrects the worker's thirteen-pound error.

Closes with a clear shared class choice.

# 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.

# Partner and teacher guide

## Teacher and partner guide

Original course outcome checks informed by A1 descriptors. Forms A and B have parallel intent, not demonstrated statistical equivalence. They are not accredited, validated CEFR examinations and do not certify A1 attainment.

Collect evidence of reading, listening, writing, spoken production and live spoken interaction in new situations after the course. Use the profile to decide what to practise next. Attendance, completed pages and stored recordings are separate from demonstrated performance.

All people, addresses and events in the materials are fictional. Learners may invent personal details in S1. Use the supplied example.com addresses in W1; do not ask for private contact information.

## How to run the check

## Before the check

Select one unseen form. Keep the other form for a later attempt. Do not give learners both answer books in advance of an intended independent check.

Declare the mode before starting: standard course conditions, additional oral support, or practice-supported. Explain that asking for help is allowed and will be recorded honestly.

Check the audio and volume with a neutral sound or a different practice sample. Do not use the test recording for equipment practice.

Explain the task format without explaining test answers. Learner directions are short; optional Vietnamese help can explain the procedure, but translating the test content changes the support condition.

Prepare blank answer space, the five-field form and a separate message page. Give each participant only the correct role card.

Suggested section times are 25 minutes reading, 20 listening, 25 writing and 10 speaking. They are course administration guides, not CEFR time requirements. Record extra time and breaks.

## Reading

Give the four texts and their questions. Learners may reread the texts during the section.

Keep keys, explanations, translations and writing/speaking models closed. A supplied answer or translated text changes this to practice-supported evidence.

Record each item as correct, incorrect, unanswered or needs human review. Preserve the original response before correction.

## Listening

Keep the transcript hidden. Let learners read the questions before the recording.

Play each recording twice initially: once to listen and begin answering, then again to check. Pause between plays so the learner can write.

Record any additional replay, slower delivery, live repetition, spelling help or technical interruption for that recording.

An extra replay is additional oral support, not a reason to forbid participation. Keep its result distinguishable from the initial two-play response.

A transcript, translated content, model or supplied answer makes the affected attempt practice-supported. Do not label that listening score as obtained without text support.

Synthetic recordings are learning materials. Listen to every released MP3 against its script, especially times, pounds, number contrasts and speaker turns. A missing or faulty file is a technical problem, not a learner error.

## Writing

Give W1 and W2 without models. The W1 role card remains visible because the task is to identify and enter information accurately.

For W2, the task prompt remains visible. Do not provide sentence starters, translation or correction during an intended independent attempt.

The 25-45-word suggestion supports task planning. Do not fail a clear complete message for being shorter or longer, and do not reward unnecessary length.

Keep the first version. Feedback and a revised version are valuable learning evidence, but report the revised work separately from the first attempt.

Do not infer message-writing proficiency solely from correct form copying.

## Speaking

Allow a short preparation period for S1 with a few keyword notes. Do not allow a complete prepared script or a model response in view during the check.

Ask two relevant S1 follow-ups the learner has not already answered. Slow repetition and simple rephrasing are allowed; note them.

For S2, the learner sees only the customer card. The partner keeps the list, correct outcome and intentional error private.

Give the missing information in response to the learner's questions. If the learner is silent, a neutral prompt such as What would you like to know? is permitted and recorded.

Use the one intentional confirmation error in the partner card after a choice. Do not add a series of trick questions. Record the exact response to this repair opportunity.

A partner may speak slowly, pause, repeat and rephrase. A partner must not supply the learner's questions, choose the correct option for them, mouth the answer or silently show the private card.

If answers or complete sentences are supplied, keep the recording as practice-supported evidence. Do not hide that assistance in a high independent score.

If no live responsive partner is available, S1 can still be recorded for production. Label S2 solo work rehearsal and record interaction not observed.

## Before and after review

Before an attempt, show only the learner input, questions, blank response areas and learner card.

Keep listening transcripts, answer keys, models, private partner cards, listener success criteria and annotated examples in review-only or examiner-only sections.

When review begins, show the full question, every option, the full correct response, accepted short variants and the explanation. Never display only A, B or C as the answer.

Once a form has been reviewed with answers or models, treat later work on that form as familiar practice, not unseen transfer evidence.

Reading with rereading; listening with two plays per recording; writing without a model or translator; speaking with slow, clear delivery and permitted repetition/rephrasing. The exact support used is recorded even within these conditions.

Extra audio plays, extra slow live repetition or extra neutral prompts are recorded by task. They may be educationally appropriate, but report them so attempts remain interpretable.

Transcripts, translated test content, dictionaries supplying an answer, grammar rewrites, models, private answer cards or partner-supplied answers are practice support. Preserve the work and the help log; do not claim an unsupported score.

If a learner uses translation, grammar correction or an AI assistant, record exactly what it supplied. AI feedback can suggest revision, but it is not an independent assessor and must not invent rubric scores from a completion click.

A1 descriptions allow slow, clear communication and substantial help such as repetition and reformulation. The point is to state the conditions and observe useful communication, not to require effortless natural-speed conversation.

Reading has 20 items and listening has 20 items. Award one point for a correct response and zero for an incorrect or unanswered item. Report each section separately, with the conditions.

Choice items have exactly one intended answer. A letter is acceptable on an answer sheet only when it clearly selects an option; the feedback must show the complete answer text.

Short-answer lists are examples of acceptable forms, not an exhaustive language dictionary. Ignore case and irrelevant final punctuation. Review other semantically correct answers before marking them wrong.

Accept a minor spelling error in a comprehension answer when its meaning is unambiguous and spelling is not the tested information. Do not accept a wrong time, amount, day, place or person.

Accepted time variants are written explicitly where useful. The meaning must match the source, including morning/afternoon when the distinction matters.

Do not use grammar mistakes in a comprehensible short listening answer as a second language-accuracy penalty. The item is measuring the heard detail.

Report W1 as five fields: correct, incorrect or unclear. Preserve the entered value. Use a separate 0-5 information-accuracy count if useful; do not merge it into a writing-language total.

Names must be in the intended first-name and family-name fields. Capitalisation differences can receive feedback without changing otherwise accurate information.

The email must retain the required letters, dot and @ sign. A changed address is not correct information even if it looks like a possible email.

The session or collection field needs both the day and part of day. Saturday alone does not distinguish morning from afternoon.

The teacher records corrected fields separately after review. A perfect revised form is not a perfect first attempt.

Use the three production criteria, four interaction criteria and four message-writing criteria. Keep the criterion scores visible; do not collapse them into a claimed CEFR percentage.

Use 0 only when the attempt actually provides the described zero-level evidence. Use not observed for missing recordings, no partner, an absent repair opportunity or an unadministered task.

At anchors 2 and 3, pauses, short phrases, a non-native accent and basic errors can be compatible with successful task communication.

Record a brief example supporting each judgement. A friendly partner's impression alone is not a validated rating.

For borderline or important decisions, ask a second experienced teacher to rate the same first-attempt evidence without seeing the first score. Discuss differences using the task criteria and actual response.

## Illustrative emerging message - A1-A-W2

June. Library Tuesday. Come. Notebook.

The response mentions a person, place, day and object. It omits the time and does not clearly ask whether June can attend or request that she bring the notebook. The reader must infer several relationships. This is useful diagnostic evidence, not a completed task.

Add the meeting time. Write one clear request for the notebook and one question about coming.

## Illustrative task-successful message with errors - A1-A-W2

Hi June. I want study with you next Tuesday at 4:50 in the afternoon at city library. Please bring notebook. Can you come? Thank you, Ari.

The required meeting details, notebook request and attendance question are clear. Missing to after want and missing articles are visible, but they do not obscure the intended action. One reasonable course judgement is strong task communication with developing language control; these are not certified CEFR benchmark scores.

Keep the useful message. Revise want study to want to study, and check a notebook and the city library.

## Illustrative emerging spoken description - A1-A-S1

Learner: Home ... flat ... sister ... nice.
Listener: Where do you live?
Learner: ...
Listener: What does your sister do?
Learner: Sister.

The listener hears a type of home and a family word, but cannot record a location, room detail or two personal facts. Repeating the family word does not answer the follow-up. The recording is still useful for choosing the next lesson.

Practise three small chunks: I live in ..., My kitchen is ..., and My sister works .... Then describe a different person without reading the chunks.

## Illustrative task-successful spoken description with pauses - A1-A-S1

Learner: I live in Pine Bay ... in a flat. My kitchen is small. There is two chairs. My sister, Nia ... she work in a shop. She like football.
Listener: What is near your home?
Learner: A shop ... and a school.
Listener: When do you see Nia?
Learner: On Monday. We eat together.

The listener can recover the home location, room information and two facts about Nia. Both follow-ups receive relevant answers. Agreement errors and pauses remain. They call for feedback but do not erase the successful communication.

Practise there are two chairs, she works and she likes, then use them with new details.

## Illustrative incomplete repair - A1-B-S2

Learner: Sunday, three twenty?
Worker: Yes. It is nine pounds.
Learner: OK.
Worker: Room fourteen. Bring an old shirt. So, thirteen pounds?
Learner: Yes, thirteen.

A suitable time is identified, but the price ends incorrectly and the learner asks for little of the missing information. The repair opportunity was given and the wrong confirmation was accepted. Record this specific gap; do not generalise from it to a whole proficiency level.

Practise confirming a price and saying No, nine pounds. Then use a new booking with a different price.

## Illustrative successful short-turn interaction - A1-B-S2

Learner: Sunday class? What time?
Worker: One twenty or three twenty.
Learner: How much, three twenty?
Worker: Nine pounds.
Learner: I want three twenty. Sunday. Which room?
Worker: Fourteen. Bring an old shirt.
Learner: Old shirt. OK.
Worker: So, thirteen pounds?
Learner: No, nine. Nine pounds.
Worker: Yes, nine.

The learner initiates relevant questions, selects a feasible option, receives the room and clothing detail, and repairs the wrong price. Turns are brief and some are fragments, but the shared result is clear. This example illustrates this local rubric, not formal CEFR standard setting.

Keep the successful checking habit. Practise a fuller polite request when ready, without treating longer sentences as necessary for success.

For reception, compare the original answer with the full key and identify the exact word, time or relationship missed. Replay that part after scoring, then try a different item without the transcript.

For writing, keep the first message, apply the task checklist, obtain comments from an English-capable partner or teacher, and revise. Label self, partner and teacher judgements separately.

For speaking, a live online or in-person partner can hold the private card and record the facts they understood. A partner can help document task success without claiming to be a certified examiner.

Arrange occasional review of stored samples with an experienced English teacher, including a remote teacher if needed. Ask for comments tied to the published task criteria and a specific next task.

Solo practice remains useful when a partner is unavailable, but keep spoken interaction unobserved until a responsive partner actually takes part.

If an institution or employer requires independent A1 evidence, check which qualification or assessment it accepts, its adult suitability and which skills it measures. A test covering only listening and speaking cannot by itself document reading and writing.

Choose one or two concrete targets from the first attempt, such as time contrasts, asking the price, message completeness or correcting a confirmation.

Practise with different names, times and situations. Do not simply memorise the failed item and count its repeated answer as new transfer.

After repair and a gap long enough to reduce immediate recall, use the other unseen form under stated conditions. A week or more is a scheduling option, not a CEFR rule.

Compare skill profiles and error patterns as well as raw scores. Forms A and B have not been equated, so a small score difference may reflect task variation.

If both forms and their keys are already familiar, use fresh tasks before claiming new transfer evidence.

Keep previous attempts, support logs and revisions. A learner may move forward in one area while continuing targeted review in another.

CEFR is a descriptive, non-prescriptive framework. It does not supply a compulsory English grammar syllabus or a universal percentage pass mark for this course.

These tasks sample selected everyday A1-oriented abilities. Two forms cannot exhaust every domain, and item count is not a reliability or validity study.

Stronger proficiency claims need documented task specifications, assessor training, standard-setting and validation evidence. Council of Europe branding or accreditation is not implied.

Cambridge English gives approximately 90-100 cumulative guided learning hours from beginner to A1 as a guideline, with individual variation. This is not a promise about self-study time or attainment.

All rubrics, examples, item texts and local readiness rules here are original editorial tools. The sources inform scope and interpretation; they do not endorse this material.

Council of Europe (2020): CEFR Companion Volume

https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2020/16809ea0d4

A1 activity descriptors and permitted communication conditions; relevant printed pages include 48, 54, 62, 66, 72-89 and 131-136.

Council of Europe: The framework

https://www.coe.int/en/web/common-european-framework-reference-languages/introduction-and-context

Non-prescriptive purpose and the limits of Council of Europe validation claims.

Council of Europe: Relating examinations to the CEFR

https://www.coe.int/en/web/common-european-framework-reference-languages/relating-examinations-to-the-cefr

Transparent procedures for relating assessments to the framework; a local label is not a validated link.

Cambridge English: Guided learning hours

https://support.cambridgeenglish.org/hc/en-gb/articles/202838506-Guided-learning-hours

The cumulative A1 guided-hours guideline and factors affecting learning time.

British Council: A1 Elementary

https://learnenglish.britishcouncil.org/level/understand-your-level/a1-elementary

An accessible A1 overview and routes to skills practice.

British Council: A1 writing

https://learnenglish.britishcouncil.org/free-resources/writing/a1

Examples of practical short-text and form genres; no texts or exercises were copied.

British Council: A1 speaking

https://learnenglish.britishcouncil.org/free-resources/speaking/a1

Contextual speaking practice and checking understanding; no scripts were copied.

# 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.