Brightway

A1 English Practice

CEFR A1 | Local review edition

Use a page or a book

Every activity is also available as a separate pack. Download individual pages to match the practice you have taught.

Print with care

Use actual size for A4, or Fit for US Letter. Print only the pages you need. Keep answer guides with the adult supporting practice.

Practice with support

Introduce the skill first. Allow discussion, objects, drawings or a scribe. A finished page does not establish mastery.

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A1 English Practice

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Two new classmates

CEFR A1 | Unit 1: Introductions | Reading

Read the original text. You may underline evidence and reread as needed.

Name _____ Date _____

PROFILE A
My name is Lina Noor. I am a student. I am from Cairo, Egypt. My class is English A. My teacher is Ms Ali. My partner is Omar.

PROFILE B
My name is Lina Saleh. I am a teacher. I am from Amman, Jordan. My class is English B. My partner is Sara.

A NOTE
Hello, Omar. I am Lina Noor. My card is on the desk. Please check my name. I am in English A, not English B. Thank you!

Original Ilmiya practice text. Scenarios and research examples are fictional.

Read and respond

CEFR A1 | Unit 1: Introductions | Reading

Use the text on page 1. Explain your answer when the question asks for a reason.

Name _____ Date _____

1. Who is a student? Write the full name.

2. Which city is Lina Saleh from?

3. Who is Ms Ali?

4. Why does the note give Lina's full name?

Words in context

CEFR A1 | Unit 1: Introductions | Vocabulary

Read the meanings. Use each word in the sense given here.

Name _____ Date _____

name

what someone is called

class

a group learning together

student

a person who is learning

teacher

a person who helps others learn

city

a large town

country

a place with its own government



card

a small piece of stiff paper

partner

a person you work with

Meaning and use

CEFR A1 | Unit 1: Introductions | Vocabulary

Match the first four meanings to the word bank. Then apply words to the unit context.

Name _____ Date _____

Word bank: student, name, teacher, class

1. what someone is called

2. a group learning together

3. a person who is learning

4. a person who helps others learn

5. Use city and country in a sentence about introductions.

6. Explain the difference in meaning between card and partner.

7. Choose two words from page 1. Explain how they connect to this context: Two learners are called Lina. Lina Noor is a student in English A. Lina Saleh is a teacher in English B. A full name helps the reader choose the right profile.

Word cards

CEFR A1 | Unit 1: Introductions | Vocabulary

Cut along the lines. Cover the meaning and recall it, then check and use the word.

Name _____ Date _____

name what someone is called	**class** a group learning together
student a person who is learning	**teacher** a person who helps others learn
city a large town	**country** a place with its own government
card a small piece of stiff paper 	**partner** a person you work with

Study the word forms

CEFR A1 | Unit 1: Introductions | Spelling

Read each word and meaning. Cover the word, write it, then uncover it and check.

Name _____ Date _____

name

what someone is called

_____

Write from memory. Check every letter.

class

a group learning together

_____

Write from memory. Check every letter.

student

a person who is learning

_____

Write from memory. Check every letter.

teacher

a person who helps others learn

_____

Write from memory. Check every letter.

city

a large town

_____

Write from memory. Check every letter.

country

a place with its own government

_____

Write from memory. Check every letter.

card

a small piece of stiff paper

_____

Write from memory. Check every letter.

partner

a person you work with

_____

Write from memory. Check every letter.

Recall the spelling

CEFR A1 | Unit 1: Introductions | Spelling

Write the word that matches each meaning. Use page 1 to check after you finish.

Name _____ Date _____

1. what someone is called

2. a group learning together

3. a person who is learning

4. a person who helps others learn

5. a large town

6. a place with its own government

7. a small piece of stiff paper

8. a person you work with

Proofread and correct

CEFR A1 | Unit 1: Introductions | Spelling

Each entry has one deliberate spelling error. Rewrite it correctly. Use the meaning as a clue.

Name _____ Date _____

1. nmae

what someone is called _____

2. calss

a group learning together _____

3. sutdent

a person who is learning _____

4. taecher

a person who helps others learn _____

5. ctiy

a large town _____

6. cuontry

a place with its own government _____

7. crad

a small piece of stiff paper _____

8. pratner

a person you work with _____

Grammar focus

CEFR A1 | Unit 1: Introductions | Grammar

Read the explanation, then complete or revise each item.

Name _____ Date _____

Notice the form and meaning

Use am with I, is with he/she/it and are with you/we/they. Put be before the subject in a question. My, your, his and her come before a noun.

1. Complete: I ___ a student.

2. Complete: She ___ from Amman.

3. Make negative: He is a teacher.

Apply and edit

CEFR A1 | Unit 1: Introductions | Grammar

Keep the intended meaning. More than one accurate wording may be possible.

Name _____ Date _____

4. Order: you / are / a student / ?

5. Complete: This is Omar. __ partner is Lina.

6. Ask for a name using What.

Plan your writing

CEFR A1 | Unit 1: Introductions | Writing

Use the supplied context. Invent personal details if needed; do not include private information.

Name _____ Date _____

Your task

Write a profile for an invented new classmate (25-60 words). Include a full name, city, class and partner. Check that your details identify one person clearly.

Context

Two learners are called Lina. Lina Noor is a student in English A. Lina Saleh is a teacher in English B. A full name helps the reader choose the right profile.

Who is the reader, and what do they need to know?

Which details will you include, and in what order?

Which words or forms will help you make the meaning clear?

Draft and revise

CEFR A1 | Unit 1: Introductions | Writing

Use your plan. Keep the reader, the facts and any conditions clear. Continue on another sheet if needed.

Name _____ Date _____

Reread for meaning, then check grammar, spelling and punctuation.

The welcome team

CEFR A1 | Unit 2: People | Reading

Read the original text. You may underline evidence and reread as needed.

Name _____ Date _____

WELCOME TEAM

Maya and Sami are sister and brother. Maya has a red jacket. Sami has glasses. Their friend is Noor. Noor has a blue badge.

Maya and Sami live near Adam. Adam is their neighbor. He has a green bag. Adam and Noor are on the welcome team. Their teacher is Mr Lane. His badge is white.

Are you new? Find Noor or Adam. They have a list of classes. Maya has a map. Sami has two pencils. Please ask the welcome team for help.

Original Ilmiya practice text. Scenarios and research examples are fictional.

Read and respond

CEFR A1 | Unit 2: People | Reading

Use the text on page 1. Explain your answer when the question asks for a reason.

Name _____ Date _____

1. Who is Maya's brother?

2. Who is the neighbor of Maya and Sami?

3. Which two people are on the welcome team?

4. Match the white badge to a person.

Words in context

CEFR A1 | Unit 2: People | Vocabulary

Read the meanings. Use each word in the sense given here.

Name _____ Date _____

friend

a person you know and like

sister

a girl or woman with the same parent as someone

brother

a boy or man with the same parent as someone

neighbor

a person living near you

team

people working together

badge

a small sign worn to show a name or role

jacket

a short outer coat

glasses

two lenses worn to help someone see

Meaning and use

CEFR A1 | Unit 2: People | Vocabulary

Match the first four meanings to the word bank. Then apply words to the unit context.

Name _____ Date _____

Word bank: brother, friend, neighbor, sister

1. a person you know and like

2. a girl or woman with the same parent as someone

3. a boy or man with the same parent as someone

4. a person living near you

5. Use team and badge in a sentence about people.

6. Explain the difference in meaning between jacket and glasses.

7. Choose two words from page 1. Explain how they connect to this context: Maya and Sami are siblings. Noor is their friend. Adam is their neighbor. Noor and Adam welcome new learners. You may change the names and details.

Word cards

CEFR A1 | Unit 2: People | Vocabulary

Cut along the lines. Cover the meaning and recall it, then check and use the word.

Name _____ Date _____

friend a person you know and like	**sister** a girl or woman with the same parent as someone
brother a boy or man with the same parent as someone	**neighbor** a person living near you
team people working together	**badge** a small sign worn to show a name or role
jacket a short outer coat	**glasses** two lenses worn to help someone see

Study the word forms

CEFR A1 | Unit 2: People | Spelling

Read each word and meaning. Cover the word, write it, then uncover it and check.

Name _____ Date _____

friend

a person you know and like

_____

Write from memory. Check every letter.

sister

a girl or woman with the same parent as someone

_____

Write from memory. Check every letter.

brother

a boy or man with the same parent as someone

_____

Write from memory. Check every letter.

neighbor

a person living near you

_____

Write from memory. Check every letter.

team

people working together

_____

Write from memory. Check every letter.

badge

a small sign worn to show a name or role

_____

Write from memory. Check every letter.

jacket

a short outer coat

_____

Write from memory. Check every letter.

glasses

two lenses worn to help someone see

_____

Write from memory. Check every letter.

Recall the spelling

CEFR A1 | Unit 2: People | Spelling

Write the word that matches each meaning. Use page 1 to check after you finish.

Name _____ Date _____

1. a person you know and like

2. a girl or woman with the same parent as someone

3. a boy or man with the same parent as someone

4. a person living near you

5. people working together

6. a small sign worn to show a name or role

7. a short outer coat

8. two lenses worn to help someone see

Proofread and correct

CEFR A1 | Unit 2: People | Spelling

Each entry has one deliberate spelling error. Rewrite it correctly. Use the meaning as a clue.

Name _____ Date _____

1. firend

a person you know and like _____

2. ssiter

a girl or woman with the same parent as someone _____

3. borther

a boy or man with the same parent as someone _____

4. nieghbor

a person living near you _____

5. taem

people working together _____

6. bdage

a small sign worn to show a name or role _____

7. jcaket

a short outer coat _____

8. galsses

two lenses worn to help someone see _____

Grammar focus

CEFR A1 | Unit 2: People | Grammar

Read the explanation, then complete or revise each item.

Name _____ Date _____

Notice the form and meaning

Use have with I/you/we/they and has with he/she/it. Add 's to a name to show a relationship or possession. Use a before a consonant sound and an before a vowel sound.

1. Complete: Noor ___ a blue badge.

2. Complete: Maya and Sami ___ a friend.

3. Complete: Sami is ___ brother. (Maya)

Apply and edit

CEFR A1 | Unit 2: People | Grammar

Keep the intended meaning. More than one accurate wording may be possible.

Name _____ Date _____

4. Choose: Adam has a / an umbrella.

5. Write the plural: two (badge).

6. Complete: Maya and Sami have a teacher. ___ teacher is Mr Lane.

Plan your writing

CEFR A1 | Unit 2: People | Writing

Use the supplied context. Invent personal details if needed; do not include private information.

Name _____ Date _____

Your task

Describe an invented welcome team in 4-6 sentences. Show two relationships and give enough detail to identify each person. You can use imaginary people.

Context

Maya and Sami are siblings. Noor is their friend. Adam is their neighbor. Noor and Adam welcome new learners. You may change the names and details.

Who is the reader, and what do they need to know?

Which details will you include, and in what order?

Which words or forms will help you make the meaning clear?

Draft and revise

CEFR A1 | Unit 2: People | Writing

Use your plan. Keep the reader, the facts and any conditions clear. Continue on another sheet if needed.

Name _____ Date _____

Reread for meaning, then check grammar, spelling and punctuation.

Where is the key?

CEFR A1 | Unit 3: Home | Reading

Read the original text. You may underline evidence and reread as needed.

Name _____ Date _____

ROOM 4: WHAT IS HERE?

There is a desk by the window. There are two chairs at the desk. A lamp is on the desk. A shelf is above the desk. Three books are on the shelf.

MESSAGE FROM AMAL

Hi, Leo. Your bag is under the chair by the window. The key is in the small box on the desk. It is not in the bag. Please put the key on the shelf after class. These books are for our class. That blue book on the sofa is mine. Thank you!

Original Ilmiya practice text. Scenarios and research examples are fictional.

Read and respond

CEFR A1 | Unit 3: Home | Reading

Use the text on page 1. Explain your answer when the question asks for a reason.

Name _____ Date _____

1. How many chairs are at the desk?

2. Where is the bag?

3. Where is the key now?

4. Where must Leo put the key after class?

Words in context

CEFR A1 | Unit 3: Home | Vocabulary

Read the meanings. Use each word in the sense given here.

Name _____ Date _____

room

a space inside a building



desk

a table for work or study



chair

a seat for one person

shelf

a flat board used to hold things



key

a small object used to open a lock



lamp

a device that gives light



bag

a container for carrying things



sofa

a long comfortable seat

Meaning and use

CEFR A1 | Unit 3: Home | Vocabulary

Match the first four meanings to the word bank. Then apply words to the unit context.

Name _____ Date _____

Word bank: chair, room, shelf, desk

1. a space inside a building

2. a table for work or study

3. a seat for one person

4. a flat board used to hold things

5. Use key and lamp in a sentence about home.

6. Explain the difference in meaning between bag and sofa.

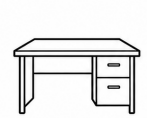
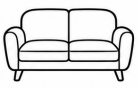
7. Choose two words from page 1. Explain how they connect to this context: A key is in a box on the desk. A bag is under a chair. Books are on a shelf. The visitor needs the key and must return it after class.

Word cards

CEFR A1 | Unit 3: Home | Vocabulary

Cut along the lines. Cover the meaning and recall it, then check and use the word.

Name _____ Date _____

room a space inside a building	**desk** a table for work or study 
chair a seat for one person 	**shelf** a flat board used to hold things
key a small object used to open a lock 	**lamp** a device that gives light 
bag a container for carrying things 	**sofa** a long comfortable seat 

Study the word forms

CEFR A1 | Unit 3: Home | Spelling

Read each word and meaning. Cover the word, write it, then uncover it and check.

Name _____ Date _____

room

a space inside a building

_____

Write from memory. Check every letter.

desk

a table for work or study

_____

Write from memory. Check every letter.

chair

a seat for one person

_____

Write from memory. Check every letter.

shelf

a flat board used to hold things

_____

Write from memory. Check every letter.

key

a small object used to open a lock

_____

Write from memory. Check every letter.

lamp

a device that gives light

_____

Write from memory. Check every letter.

bag

a container for carrying things

_____

Write from memory. Check every letter.

sofa

a long comfortable seat

_____

Write from memory. Check every letter.

Recall the spelling

CEFR A1 | Unit 3: Home | Spelling

Write the word that matches each meaning. Use page 1 to check after you finish.

Name _____ Date _____

1. a space inside a building

2. a table for work or study

3. a seat for one person

4. a flat board used to hold things

5. a small object used to open a lock

6. a device that gives light

7. a container for carrying things

8. a long comfortable seat

Proofread and correct

CEFR A1 | Unit 3: Home | Spelling

Each entry has one deliberate spelling error. Rewrite it correctly. Use the meaning as a clue.

Name _____ Date _____

1. romo

a space inside a building _____

2. dsek

a table for work or study _____

3. cahir

a seat for one person _____

4. sehlf

a flat board used to hold things _____

5. keyy

a small object used to open a lock _____

6. lmap

a device that gives light _____

7. bagg

a container for carrying things _____

8. sfoa

a long comfortable seat _____

Grammar focus

CEFR A1 | Unit 3: Home | Grammar

Read the explanation, then complete or revise each item.

Name _____ Date _____

Notice the form and meaning

Use there is for one item and there are for more than one. Use in, on, under and above to say where something is. These refers to more than one nearby item.

1. Complete: There ___ two chairs.

2. Complete: There ___ a lamp.

3. Make a question: There is a shelf.

Apply and edit

CEFR A1 | Unit 3: Home | Grammar

Keep the intended meaning. More than one accurate wording may be possible.

Name _____ Date _____

4. Make negative: There are books in the bag.

5. Choose: This / These books are for our class.

6. Complete using the message: The bag is ___ the chair.

Plan your writing

CEFR A1 | Unit 3: Home | Writing

Use the supplied context. Invent personal details if needed; do not include private information.

Name _____ Date _____

Your task

Write a 30-50-word message to help a visitor find three things in an imaginary room. Say where each item is and where to put one item after use.

Context

A key is in a box on the desk. A bag is under a chair. Books are on a shelf. The visitor needs the key and must return it after class.

Who is the reader, and what do they need to know?

Which details will you include, and in what order?

Which words or forms will help you make the meaning clear?

Draft and revise

CEFR A1 | Unit 3: Home | Writing

Use your plan. Keep the reader, the facts and any conditions clear. Continue on another sheet if needed.

Name _____ Date _____

Reread for meaning, then check grammar, spelling and punctuation.

From the gate to the library

CEFR A1 | Unit 4: Neighborhoods | Reading

Read the original text. You may underline evidence and reread as needed.

Name _____ Date _____

WELCOME TO THE LEARNING CENTRE
The main gate is on Park Road. The office is just inside the gate, on the left. The library is behind the office. The cafe is on the right of the gate.

TO THE LIBRARY
Start at the main gate. Walk to the office. Turn left at the office door. Follow the short path behind the office. The library entrance is on your right. Do not use the back door.

LIBRARY NOTICE
Please enter here. Open: Monday to Friday, 9: 00-17: 00. Return books at the desk.

Original Ilmiya practice text. Scenarios and research examples are fictional.

Read and respond

CEFR A1 | Unit 4: Neighborhoods | Reading

Use the text on page 1. Explain your answer when the question asks for a reason.

Name _____ Date _____

1. What does this text help a visitor do?

2. Where do the directions start?

3. What do you do at the office door?

4. Which door must you avoid?

Words in context

CEFR A1 | Unit 4: Neighborhoods | Vocabulary

Read the meanings. Use each word in the sense given here.

Name _____ Date _____

gate

an opening used to enter an enclosed place

library

a place where people read or borrow books

office

a place where people do administrative work

path

a narrow route for walking

left

the opposite direction to right

right

the opposite direction to left

entrance

the place where you go into a building

sign

a board or notice that gives information

Meaning and use

CEFR A1 | Unit 4: Neighborhoods | Vocabulary

Match the first four meanings to the word bank. Then apply words to the unit context.

Name _____ Date _____

Word bank: office, gate, path, library

1. an opening used to enter an enclosed place

2. a place where people read or borrow books

3. a place where people do administrative work

4. a narrow route for walking

5. Use left and right in a sentence about neighborhoods.

6. Explain the difference in meaning between entrance and sign.

7. Choose two words from page 1. Explain how they connect to this context: The office is left of the main gate. The library is behind the office. Its entrance is reached by a short path. The back door is closed to visitors.

Word cards

CEFR A1 | Unit 4: Neighborhoods | Vocabulary

Cut along the lines. Cover the meaning and recall it, then check and use the word.

Name _____ Date _____

gate an opening used to enter an enclosed place	**library** a place where people read or borrow books
office a place where people do administrative work	**path** a narrow route for walking
left the opposite direction to right	**right** the opposite direction to left
entrance the place where you go into a building	**sign** a board or notice that gives information

Study the word forms

CEFR A1 | Unit 4: Neighborhoods | Spelling

Read each word and meaning. Cover the word, write it, then uncover it and check.

Name _____ Date _____

gate

an opening used to enter an enclosed place

_____

Write from memory. Check every letter.

library

a place where people read or borrow books

_____

Write from memory. Check every letter.

office

a place where people do administrative work

_____

Write from memory. Check every letter.

path

a narrow route for walking

_____

Write from memory. Check every letter.

left

the opposite direction to right

_____

Write from memory. Check every letter.

right

the opposite direction to left

_____

Write from memory. Check every letter.

entrance

the place where you go into a building

_____

Write from memory. Check every letter.

sign

a board or notice that gives information

_____

Write from memory. Check every letter.

Recall the spelling

CEFR A1 | Unit 4: Neighborhoods | Spelling

Write the word that matches each meaning. Use page 1 to check after you finish.

Name _____ Date _____

1. an opening used to enter an enclosed place

2. a place where people read or borrow books

3. a place where people do administrative work

4. a narrow route for walking

5. the opposite direction to right

6. the opposite direction to left

7. the place where you go into a building

8. a board or notice that gives information

Proofread and correct

CEFR A1 | Unit 4: Neighborhoods | Spelling

Each entry has one deliberate spelling error. Rewrite it correctly. Use the meaning as a clue.

Name _____ Date _____

1. gtae

an opening used to enter an enclosed place _____

2. lbirary

a place where people read or borrow books _____

3. ofifce

a place where people do administrative work _____

4. ptah

a narrow route for walking _____

5. lfet

the opposite direction to right _____

6. rgiht

the opposite direction to left _____

7. etnrance

the place where you go into a building _____

8. sgin

a board or notice that gives information _____

Grammar focus

CEFR A1 | Unit 4: Neighborhoods | Grammar

Read the explanation, then complete or revise each item.

Name _____ Date _____

Notice the form and meaning

Begin an instruction with a verb: Walk to the gate. Use Do not plus a verb for a negative instruction. To shows a destination; from shows a starting point.

1. Order: to / walk / the office.

2. Make negative: Use the back door.

3. Choose: Start to / from the gate.

Apply and edit

CEFR A1 | Unit 4: Neighborhoods | Grammar

Keep the intended meaning. More than one accurate wording may be possible.

Name _____ Date _____

4. Choose: Go to / from the library. (destination)

5. Correct: Turns left at the office.

6. Write a polite instruction with please and enter.

Plan your writing

CEFR A1 | Unit 4: Neighborhoods | Writing

Use the supplied context. Invent personal details if needed; do not include private information.

Name _____ Date _____

Your task

Write 4-6 directions from a clear starting point to a place in an imaginary learning centre. Include one instruction about a door or path to avoid.

Context

The office is left of the main gate. The library is behind the office. Its entrance is reached by a short path. The back door is closed to visitors.

Who is the reader, and what do they need to know?

Which details will you include, and in what order?

Which words or forms will help you make the meaning clear?

Draft and revise

CEFR A1 | Unit 4: Neighborhoods | Writing

Use your plan. Keep the reader, the facts and any conditions clear. Continue on another sheet if needed.

Name _____ Date _____

Reread for meaning, then check grammar, spelling and punctuation.

A simple lunch order

CEFR A1 | Unit 5: Food | Reading

Read the original text. You may underline evidence and reread as needed.

Name _____ Date _____

LUNCH MENU
Vegetable soup: $3. Bread: $1. Rice with beans: $5. Water: $1 a bottle. Tea: $2 a cup.

LINA
I like soup. I do not like tea. I would like one soup, some bread and a bottle of water.

OMAR
I like rice and beans. I would like one rice meal and a cup of tea. I do not want any bread.

SERVER
There are no beans today. We have rice with vegetables for $5. Omar says, "That is fine, thank you."

Original Ilmiya practice text. Scenarios and research examples are fictional.

Read and respond

CEFR A1 | Unit 5: Food | Reading

Use the text on page 1. Explain your answer when the question asks for a reason.

Name _____ Date _____

1. What drink does Lina choose?

2. How much is Lina's order?

3. Why does Omar change his meal?

4. Does Omar order bread?

Words in context

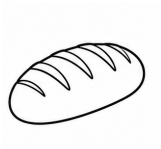
CEFR A1 | Unit 5: Food | Vocabulary

Read the meanings. Use each word in the sense given here.

Name _____ Date _____

menu

a list of food and drink you can order



bread

a food made from flour and baked

rice

small grains cooked as food

water

a clear liquid people drink



cup

a small container for a drink



bottle

a container with a narrow top

order

a request for food or goods

quantity

how much or how many

Meaning and use

CEFR A1 | Unit 5: Food | Vocabulary

Match the first four meanings to the word bank. Then apply words to the unit context.

Name _____ Date _____

Word bank: rice, menu, water, bread

1. a list of food and drink you can order

2. a food made from flour and baked

3. small grains cooked as food

4. a clear liquid people drink

5. Use cup and bottle in a sentence about food.

6. Explain the difference in meaning between order and quantity.

7. Choose two words from page 1. Explain how they connect to this context: Soup costs $3, bread $1, rice with vegetables $5, water $1 per bottle and tea $2 per cup. Your total budget is $12.

Word cards

CEFR A1 | Unit 5: Food | Vocabulary

Cut along the lines. Cover the meaning and recall it, then check and use the word.

Name _____ Date _____

menu a list of food and drink you can order	**bread** a food made from flour and baked 
rice small grains cooked as food	**water** a clear liquid people drink
cup a small container for a drink 	**bottle** a container with a narrow top 
order a request for food or goods	**quantity** how much or how many

Study the word forms

CEFR A1 | Unit 5: Food | Spelling

Read each word and meaning. Cover the word, write it, then uncover it and check.

Name _____ Date _____

menu

a list of food and drink you can order

_____

Write from memory. Check every letter.

bread

a food made from flour and baked

_____

Write from memory. Check every letter.

rice

small grains cooked as food

_____

Write from memory. Check every letter.

water

a clear liquid people drink

_____

Write from memory. Check every letter.

cup

a small container for a drink

_____

Write from memory. Check every letter.

bottle

a container with a narrow top

_____

Write from memory. Check every letter.

order

a request for food or goods

_____

Write from memory. Check every letter.

quantity

how much or how many

_____

Write from memory. Check every letter.

Recall the spelling

CEFR A1 | Unit 5: Food | Spelling

Write the word that matches each meaning. Use page 1 to check after you finish.

Name _____ Date _____

1. a list of food and drink you can order

2. a food made from flour and baked

3. small grains cooked as food

4. a clear liquid people drink

5. a small container for a drink

6. a container with a narrow top

7. a request for food or goods

8. how much or how many

Proofread and correct

CEFR A1 | Unit 5: Food | Spelling

Each entry has one deliberate spelling error. Rewrite it correctly. Use the meaning as a clue.

Name _____ Date _____

1. mneu

a list of food and drink you can order _____

2. berad

a food made from flour and baked _____

3. rcie

small grains cooked as food _____

4. wtaer

a clear liquid people drink _____

5. cupp

a small container for a drink _____

6. btotle

a container with a narrow top _____

7. odrer

a request for food or goods _____

8. qauntity

how much or how many _____

Grammar focus

CEFR A1 | Unit 5: Food | Grammar

Read the explanation, then complete or revise each item.

Name _____ Date _____

Notice the form and meaning

Use do not/don't with I and you in the present simple. Some is common in positive quantity statements; any is common in negatives and questions. Would like makes a polite request.

1. Complete: I ___ not like tea.

2. Choose: I would like some / any bread.

3. Choose: We do not have some / any beans.

Apply and edit

CEFR A1 | Unit 5: Food | Grammar

Keep the intended meaning. More than one accurate wording may be possible.

Name _____ Date _____

4. Make a question: You like soup.

5. Write a polite request for two bottles of water.

6. Choose: How many / How much cups of tea?

Plan your writing

CEFR A1 | Unit 5: Food | Writing

Use the supplied context. Invent personal details if needed; do not include private information.

Name _____ Date _____

Your task

Write an order for two people. Include food, drinks and quantities. Use the menu to check the total. Add one polite request.

Context

Soup costs $3, bread $1, rice with vegetables $5, water $1 per bottle and tea $2 per cup. Your total budget is $12.

Who is the reader, and what do they need to know?

Which details will you include, and in what order?

Which words or forms will help you make the meaning clear?

Draft and revise

CEFR A1 | Unit 5: Food | Writing

Use your plan. Keep the reader, the facts and any conditions clear. Continue on another sheet if needed.

Name _____ Date _____

Reread for meaning, then check grammar, spelling and punctuation.

A time to meet

CEFR A1 | Unit 6: Routines | Reading

Read the original text. You may underline evidence and reread as needed.

Name _____ Date _____

SARA
I work in the morning. I start at nine and finish at twelve. I study English on Monday and Wednesday at two. I usually eat lunch at one.

ALI
I study English on Tuesday and Thursday at two. I work every weekday from three to six. I eat lunch at one.

A MESSAGE
Sara: Do you have a break on Friday?
Ali: Yes. I do not work before three.
Sara: Let us meet at one on Friday.
Ali: Good. We can eat lunch together at the cafe.

Original Ilmiya practice text. Scenarios and research examples are fictional.

Read and respond

CEFR A1 | Unit 6: Routines | Reading

Use the text on page 1. Explain your answer when the question asks for a reason.

Name _____ Date _____

1. Which days does Sara study English?

2. What time does Ali start work?

3. When do they agree to meet?

4. Does the meeting fit both routines? Explain briefly.

Words in context

CEFR A1 | Unit 6: Routines | Vocabulary

Read the meanings. Use each word in the sense given here.

Name _____ Date _____

morning

the early part of the day

evening

the part of the day before night

usually

on most occasions

sometimes

on some occasions

work

an activity done as a job or task

break

a short time away from an activity

meet

come together with someone

timetable

a list of times for planned activities

Meaning and use

CEFR A1 | Unit 6: Routines | Vocabulary

Match the first four meanings to the word bank. Then apply words to the unit context.

Name _____ Date _____

Word bank: usually, morning, sometimes, evening

1. the early part of the day

2. the part of the day before night

3. on most occasions

4. on some occasions

5. Use work and break in a sentence about routines.

6. Explain the difference in meaning between meet and timetable.

7. Choose two words from page 1. Explain how they connect to this context: You work 9: 00-12: 00 on weekdays. Your partner works 15: 00-18: 00. Both eat lunch at 13: 00. Suggest a Friday meeting.

Word cards

CEFR A1 | Unit 6: Routines | Vocabulary

Cut along the lines. Cover the meaning and recall it, then check and use the word.

Name _____ Date _____

morning the early part of the day	**evening** the part of the day before night
usually on most occasions	**sometimes** on some occasions
work an activity done as a job or task	**break** a short time away from an activity
meet come together with someone	**timetable** a list of times for planned activities

Study the word forms

CEFR A1 | Unit 6: Routines | Spelling

Read each word and meaning. Cover the word, write it, then uncover it and check.

Name _____ Date _____

morning

the early part of the day

_____

Write from memory. Check every letter.

evening

the part of the day before night

_____

Write from memory. Check every letter.

usually

on most occasions

_____

Write from memory. Check every letter.

sometimes

on some occasions

_____

Write from memory. Check every letter.

work

an activity done as a job or task

_____

Write from memory. Check every letter.

break

a short time away from an activity

_____

Write from memory. Check every letter.

meet

come together with someone

_____

Write from memory. Check every letter.

timetable

a list of times for planned activities

_____

Write from memory. Check every letter.

Recall the spelling

CEFR A1 | Unit 6: Routines | Spelling

Write the word that matches each meaning. Use page 1 to check after you finish.

Name _____ Date _____

1. the early part of the day

2. the part of the day before night

3. on most occasions

4. on some occasions

5. an activity done as a job or task

6. a short time away from an activity

7. come together with someone

8. a list of times for planned activities

Proofread and correct

CEFR A1 | Unit 6: Routines | Spelling

Each entry has one deliberate spelling error. Rewrite it correctly. Use the meaning as a clue.

Name _____ Date _____

1. mroning

the early part of the day _____

2. eevning

the part of the day before night _____

3. uusally

on most occasions _____

4. smoetimes

on some occasions _____

5. wrok

an activity done as a job or task _____

6. berak

a short time away from an activity _____

7. mete

come together with someone _____

8. tmietable

a list of times for planned activities _____

Grammar focus

CEFR A1 | Unit 6: Routines | Grammar

Read the explanation, then complete or revise each item.

Name _____ Date _____

Notice the form and meaning

Add -s to a present-simple verb after he/she/it. Use does/does not with the base verb in questions and negatives. Use at for clock times and on for days.

1. Complete: Sara ___ at nine. (start)

2. Complete: Ali ___ not work before three.

3. Ask: what time / Ali / start work?

Apply and edit

CEFR A1 | Unit 6: Routines | Grammar

Keep the intended meaning. More than one accurate wording may be possible.

Name _____ Date _____

4. Choose: Meet at / on one o'clock.

5. Choose: The class is at / on Wednesday.

6. Correct: Sara do not work in the evening.

Plan your writing

CEFR A1 | Unit 6: Routines | Writing

Use the supplied context. Invent personal details if needed; do not include private information.

Name _____ Date _____

Your task

Write a short routine and a meeting note. Give two work or study times. Suggest a time that fits both people in the information below.

Context

You work 9: 00-12: 00 on weekdays. Your partner works 15: 00-18: 00. Both eat lunch at 13: 00. Suggest a Friday meeting.

Who is the reader, and what do they need to know?

Which details will you include, and in what order?

Which words or forms will help you make the meaning clear?

Draft and revise

CEFR A1 | Unit 6: Routines | Writing

Use your plan. Keep the reader, the facts and any conditions clear. Continue on another sheet if needed.

Name _____ Date _____

Reread for meaning, then check grammar, spelling and punctuation.

Help with the class poster

CEFR A1 | Unit 7: Learning | Reading

Read the original text. You may underline evidence and reread as needed.

Name _____ Date _____

TODAY
Make a class poster. First, write the class name at the top. Next, add the days and times. Then ask your partner to check them. Put the poster by the door.

AMIR
I can write the days. I cannot read this time. Is it two or three? Can you help me?

ZOE
It is two. Can you give me the pencil? I can write it.

AMIR
Here it is. Please check my words too.

ZOE
They are correct. Can we put the poster here?
TEACHER
Yes, you can.

Original Ilmiya practice text. Scenarios and research examples are fictional.

Read and respond

CEFR A1 | Unit 7: Learning | Reading

Use the text on page 1. Explain your answer when the question asks for a reason.

Name _____ Date _____

1. What is the goal of the task?

2. What happens after adding the days and times?

3. What does Amir need help with?

4. What does "it" mean in "I can write it"?

Words in context

CEFR A1 | Unit 7: Learning | Vocabulary

Read the meanings. Use each word in the sense given here.

Name _____ Date _____

task

a piece of work to do

poster

a large printed or written notice



pencil

a tool for writing or drawing

page

one side of a sheet of paper

check

make sure something is correct

repeat

say or do something again

question

words used to ask for information

help

make something easier for someone

Meaning and use

CEFR A1 | Unit 7: Learning | Vocabulary

Match the first four meanings to the word bank. Then apply words to the unit context.

Name _____ Date _____

Word bank: pencil, task, page, poster

1. a piece of work to do

2. a large printed or written notice

3. a tool for writing or drawing

4. one side of a sheet of paper

5. Use check and repeat in a sentence about learning.

6. Explain the difference in meaning between question and help.

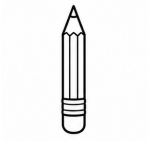
7. Choose two words from page 1. Explain how they connect to this context: Your task is to make a poster. You can write the class name. You cannot read one time on the timetable. Ask a partner to check it.

Word cards

CEFR A1 | Unit 7: Learning | Vocabulary

Cut along the lines. Cover the meaning and recall it, then check and use the word.

Name _____ Date _____

task a piece of work to do	**poster** a large printed or written notice
pencil a tool for writing or drawing 	**page** one side of a sheet of paper
check make sure something is correct	**repeat** say or do something again
question words used to ask for information	**help** make something easier for someone

Study the word forms

CEFR A1 | Unit 7: Learning | Spelling

Read each word and meaning. Cover the word, write it, then uncover it and check.

Name _____ Date _____

task

a piece of work to do

_____

Write from memory. Check every letter.

poster

a large printed or written notice

_____

Write from memory. Check every letter.

pencil

a tool for writing or drawing

_____

Write from memory. Check every letter.

page

one side of a sheet of paper

_____

Write from memory. Check every letter.

check

make sure something is correct

_____

Write from memory. Check every letter.

repeat

say or do something again

_____

Write from memory. Check every letter.

question

words used to ask for information

_____

Write from memory. Check every letter.

help

make something easier for someone

_____

Write from memory. Check every letter.

Recall the spelling

CEFR A1 | Unit 7: Learning | Spelling

Write the word that matches each meaning. Use page 1 to check after you finish.

Name _____ Date _____

1. a piece of work to do

2. a large printed or written notice

3. a tool for writing or drawing

4. one side of a sheet of paper

5. make sure something is correct

6. say or do something again

7. words used to ask for information

8. make something easier for someone

Proofread and correct

CEFR A1 | Unit 7: Learning | Spelling

Each entry has one deliberate spelling error. Rewrite it correctly. Use the meaning as a clue.

Name _____ Date _____

1. tsak

a piece of work to do _____

2. psoter

a large printed or written notice _____

3. pnecil

a tool for writing or drawing _____

4. pgae

one side of a sheet of paper _____

5. cehck

make sure something is correct _____

6. rpeeat

say or do something again _____

7. qeustion

words used to ask for information _____

8. hlep

make something easier for someone _____

Grammar focus

CEFR A1 | Unit 7: Learning | Grammar

Read the explanation, then complete or revise each item.

Name _____ Date _____

Notice the form and meaning

Can plus a base verb expresses ability or permission. Use cannot/can't for a negative. Put can first in a question. Use me, him, her, it, us and them after verbs.

1. Complete: Zoe can ___ the time. (write)

2. Make negative: Amir can read the time.

3. Order: you / can / help / me / ?

Apply and edit

CEFR A1 | Unit 7: Learning | Grammar

Keep the intended meaning. More than one accurate wording may be possible.

Name _____ Date _____

4. Replace the noun: Please check the words.

5. Replace the noun: Give the pencil to Zoe.

6. Ask permission to put the poster here.

Plan your writing

CEFR A1 | Unit 7: Learning | Writing

Use the supplied context. Invent personal details if needed; do not include private information.

Name _____ Date _____

Your task

Write a brief message asking for help with a class task. Explain what you can do, what you cannot do and the help you need.

Context

Your task is to make a poster. You can write the class name. You cannot read one time on the timetable. Ask a partner to check it.

Who is the reader, and what do they need to know?

Which details will you include, and in what order?

Which words or forms will help you make the meaning clear?

Draft and revise

CEFR A1 | Unit 7: Learning | Writing

Use your plan. Keep the reader, the facts and any conditions clear. Continue on another sheet if needed.

Name _____ Date _____

Reread for meaning, then check grammar, spelling and punctuation.

A message from the waiting room

CEFR A1 | Unit 8: Health | Reading

Read the original text. You may underline evidence and reread as needed.

Name _____ Date _____

CENTRE CLINIC
Monday-Friday: 9: 00-16: 00. Please go to the front desk when you arrive.

MESSAGE
Hi, Noor. I am at the centre clinic. I am waiting by the front desk. I have a headache and I am tired. My appointment is at eleven. The nurse is helping another person now.

I usually walk home after class. Today, my brother is coming for me. He is leaving work now. Please tell our teacher that I am not in class. I am keeping my phone with me. Thank you.
Mina

Original Ilmiya practice text. Scenarios and research examples are fictional.

Read and respond

CEFR A1 | Unit 8: Health | Reading

Use the text on page 1. Explain your answer when the question asks for a reason.

Name _____ Date _____

1. Where is Mina waiting?

2. When is the appointment?

3. What is the nurse doing now?

4. How is today different from Mina's usual routine?

Words in context

CEFR A1 | Unit 8: Health | Vocabulary

Read the meanings. Use each word in the sense given here.

Name _____ Date _____

clinic

a place for health appointments

appointment

a planned meeting at a set time

headache

pain in the head

tired

feeling a need to rest

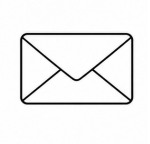
wait

stay until something happens



desk

a work table, sometimes used for reception



message

a short piece of information sent to someone

now

at this moment

Meaning and use

CEFR A1 | Unit 8: Health | Vocabulary

Match the first four meanings to the word bank. Then apply words to the unit context.

Name _____ Date _____

Word bank: headache, clinic, tired, appointment

1. a place for health appointments

2. a planned meeting at a set time

3. pain in the head

4. feeling a need to rest

5. Use wait and desk in a sentence about health.

6. Explain the difference in meaning between message and now.

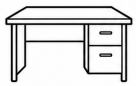
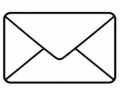
7. Choose two words from page 1. Explain how they connect to this context: You are waiting at the learning centre front desk. Your appointment is at eleven. You need a friend to tell the teacher where you are. This is language practice, not medical advice.

Word cards

CEFR A1 | Unit 8: Health | Vocabulary

Cut along the lines. Cover the meaning and recall it, then check and use the word.

Name _____ Date _____

clinic a place for health appointments	**appointment** a planned meeting at a set time
headache pain in the head	**tired** feeling a need to rest
wait stay until something happens	**desk** a work table, sometimes used for reception 
message a short piece of information sent to someone 	**now** at this moment

Study the word forms

CEFR A1 | Unit 8: Health | Spelling

Read each word and meaning. Cover the word, write it, then uncover it and check.

Name _____ Date _____

clinic

a place for health appointments

_____

Write from memory. Check every letter.

appointment

a planned meeting at a set time

_____

Write from memory. Check every letter.

headache

pain in the head

_____

Write from memory. Check every letter.

tired

feeling a need to rest

_____

Write from memory. Check every letter.

wait

stay until something happens

_____

Write from memory. Check every letter.

desk

a work table, sometimes used for reception

_____

Write from memory. Check every letter.

message

a short piece of information sent to someone

_____

Write from memory. Check every letter.

now

at this moment

_____

Write from memory. Check every letter.

Recall the spelling

CEFR A1 | Unit 8: Health | Spelling

Write the word that matches each meaning. Use page 1 to check after you finish.

Name _____ Date _____

1. a place for health appointments

2. a planned meeting at a set time

3. pain in the head

4. feeling a need to rest

5. stay until something happens

6. a work table, sometimes used for reception

7. a short piece of information sent to someone

8. at this moment

Proofread and correct

CEFR A1 | Unit 8: Health | Spelling

Each entry has one deliberate spelling error. Rewrite it correctly. Use the meaning as a clue.

Name _____ Date _____

1. cilnic

a place for health appointments _____

2. apopintment

a planned meeting at a set time _____

3. haedache

pain in the head _____

4. tried

feeling a need to rest _____

5. wiat

stay until something happens _____

6. dsek

a work table, sometimes used for reception _____

7. msesage

a short piece of information sent to someone _____

8. noww

at this moment _____

Grammar focus

CEFR A1 | Unit 8: Health | Grammar

Read the explanation, then complete or revise each item.

Name _____ Date _____

Notice the form and meaning

Use am/is/are plus verb-ing for an action happening now. Put not after am/is/are for a negative. Usually often describes a routine in the present simple.

1. Complete: I am ___ by the desk. (wait)

2. Complete: Her brother ___ coming now.

3. Make negative: Mina is studying now.

Apply and edit

CEFR A1 | Unit 8: Health | Grammar

Keep the intended meaning. More than one accurate wording may be possible.

Name _____ Date _____

4. Make a question: The nurse is helping someone.

5. Choose: Mina usually walks / is walking home after class.

6. Choose: Today her brother comes / is coming for her.

Plan your writing

CEFR A1 | Unit 8: Health | Writing

Use the supplied context. Invent personal details if needed; do not include private information.

Name _____ Date _____

Your task

Write a short message about an immediate need. State where you are, what is happening and what help you want. Use invented details.

Context

You are waiting at the learning centre front desk. Your appointment is at eleven. You need a friend to tell the teacher where you are. This is language practice, not medical advice.

Who is the reader, and what do they need to know?

Which details will you include, and in what order?

Which words or forms will help you make the meaning clear?

Draft and revise

CEFR A1 | Unit 8: Health | Writing

Use your plan. Keep the reader, the facts and any conditions clear. Continue on another sheet if needed.

Name _____ Date _____

Reread for meaning, then check grammar, spelling and punctuation.

Yesterday at the station

CEFR A1 | Unit 9: Travel | Reading

Read the original text. You may underline evidence and reread as needed.

Name _____ Date _____

YESTERDAY
Train 12: Central Station, 10: 00. River Station, 10: 25.

LEO
I was at Central Station at 9: 40. My suitcase was with me. The train was at platform two. There were many people on the platform.

MINA
I was at Central Station at 10: 10. I was late. Leo was not there. He was on the train.

LEO
At 10: 25, I was at River Station. Mina was still at Central Station. There was another train at 10: 30. We were together at River Station at eleven.

Original Ilmiya practice text. Scenarios and research examples are fictional.

Read and respond

CEFR A1 | Unit 9: Travel | Reading

Use the text on page 1. Explain your answer when the question asks for a reason.

Name _____ Date _____

1. Where was Leo at 9: 40?

2. Why was Leo not at Central Station at 10: 10?

3. Where was Mina at 10: 25?

4. When were they together?

Words in context

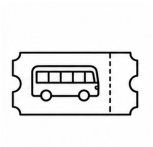
CEFR A1 | Unit 9: Travel | Vocabulary

Read the meanings. Use each word in the sense given here.

Name _____ Date _____

station

a place where trains or buses stop



ticket

a document giving permission to travel

platform

the area beside a railway track for passengers

train

connected vehicles that travel on rails

early

before the expected time

late

after the expected time

journey

travel from one place to another



suitcase

a case used to carry clothes when traveling

Meaning and use

CEFR A1 | Unit 9: Travel | Vocabulary

Match the first four meanings to the word bank. Then apply words to the unit context.

Name _____ Date _____

Word bank: platform, station, train, ticket

1. a place where trains or buses stop

2. a document giving permission to travel

3. the area beside a railway track for passengers

4. connected vehicles that travel on rails

5. Use early and late in a sentence about travel.

6. Explain the difference in meaning between journey and suitcase.

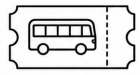
7. Choose two words from page 1. Explain how they connect to this context: Leo: Central 9: 40; on the train 10: 10; River 10: 25. Mina: Central 10: 10 and 10: 25. Both: River at 11: 00.

Word cards

CEFR A1 | Unit 9: Travel | Vocabulary

Cut along the lines. Cover the meaning and recall it, then check and use the word.

Name _____ Date _____

station a place where trains or buses stop	**ticket** a document giving permission to travel 
platform the area beside a railway track for passengers	**train** connected vehicles that travel on rails
early before the expected time	**late** after the expected time
journey travel from one place to another	**suitcase** a case used to carry clothes when traveling 

Study the word forms

CEFR A1 | Unit 9: Travel | Spelling

Read each word and meaning. Cover the word, write it, then uncover it and check.

Name _____ Date _____

station

a place where trains or buses stop

_____

Write from memory. Check every letter.

ticket

a document giving permission to travel

_____

Write from memory. Check every letter.

platform

the area beside a railway track for passengers

_____

Write from memory. Check every letter.

train

connected vehicles that travel on rails

_____

Write from memory. Check every letter.

early

before the expected time

_____

Write from memory. Check every letter.

late

after the expected time

_____

Write from memory. Check every letter.

journey

travel from one place to another

_____

Write from memory. Check every letter.

suitcase

a case used to carry clothes when traveling

_____

Write from memory. Check every letter.

Recall the spelling

CEFR A1 | Unit 9: Travel | Spelling

Write the word that matches each meaning. Use page 1 to check after you finish.

Name _____ Date _____

1. a place where trains or buses stop

2. a document giving permission to travel

3. the area beside a railway track for passengers

4. connected vehicles that travel on rails

5. before the expected time

6. after the expected time

7. travel from one place to another

8. a case used to carry clothes when traveling

Proofread and correct

CEFR A1 | Unit 9: Travel | Spelling

Each entry has one deliberate spelling error. Rewrite it correctly. Use the meaning as a clue.

Name _____ Date _____

1. sattion

a place where trains or buses stop _____

2. tciket

a document giving permission to travel _____

3. paltform

the area beside a railway track for passengers _____

4. tarin

connected vehicles that travel on rails _____

5. eraly

before the expected time _____

6. ltae

after the expected time _____

7. juorney

travel from one place to another _____

8. siutcase

a case used to carry clothes when traveling _____

Grammar focus

CEFR A1 | Unit 9: Travel | Grammar

Read the explanation, then complete or revise each item.

Name _____ Date _____

Notice the form and meaning

Use was with I/he/she/it and were with you/we/they for a past state or location. Add not for a negative. Begin a question with was or were.

1. Complete: Leo ___ early.

2. Complete: They ___ together at eleven.

3. Make negative: Mina was at River Station at 10: 25.

Apply and edit

CEFR A1 | Unit 9: Travel | Grammar

Keep the intended meaning. More than one accurate wording may be possible.

Name _____ Date _____

4. Make a question: Leo was at platform two.

5. Complete: There __ many people on the platform.

6. Complete: Where __ Mina at 10: 10?

Plan your writing

CEFR A1 | Unit 9: Travel | Writing

Use the supplied context. Invent personal details if needed; do not include private information.

Name _____ Date _____

Your task

Write a journey update with three past times and locations. Say where you and a partner were, then state where you were together.

Context

Leo: Central 9: 40; on the train 10: 10; River 10: 25. Mina: Central 10: 10 and 10: 25. Both: River at 11: 00.

Who is the reader, and what do they need to know?

Which details will you include, and in what order?

Which words or forms will help you make the meaning clear?

Draft and revise

CEFR A1 | Unit 9: Travel | Writing

Use your plan. Keep the reader, the facts and any conditions clear. Continue on another sheet if needed.

Name _____ Date _____

Reread for meaning, then check grammar, spelling and punctuation.

Choosing a study bag

CEFR A1 | Unit 10: Shopping | Reading

Read the original text. You may underline evidence and reread as needed.

Name _____ Date _____

THREE BAGS
Bag A: $12. Small. One pocket.
Bag B: $18. Large. Three pockets.
Bag C: $25. Large. Five pockets.

SAM
My budget is $20. I need a large bag for my books. I want at least two pockets. Bag A is cheaper than Bag B, but it is too small. Bag C has more pockets than Bag B, but it is more expensive. I choose Bag B.

ORDER NOTE
One Bag B, please. I would like the green one. The price is $18. Thank you.

Original Ilmiya practice text. Scenarios and research examples are fictional.

Read and respond

CEFR A1 | Unit 10: Shopping | Reading

Use the text on page 1. Explain your answer when the question asks for a reason.

Name _____ Date _____

1. What is Sam's budget?

2. Why does Bag A not meet his needs?

3. Which bag is the most expensive?

4. Which bag meets every stated need?

Words in context

CEFR A1 | Unit 10: Shopping | Vocabulary

Read the meanings. Use each word in the sense given here.

Name _____ Date _____

price

the amount of money something costs

cheap

costing little money

expensive

costing a lot of money

small

not large in size

large

big in size

pocket

a small section for carrying things

budget

the amount available to spend

choose

decide which thing to take

Meaning and use

CEFR A1 | Unit 10: Shopping | Vocabulary

Match the first four meanings to the word bank. Then apply words to the unit context.

Name _____ Date _____

Word bank: expensive, price, small, cheap

1. the amount of money something costs

2. costing little money

3. costing a lot of money

4. not large in size

5. Use large and pocket in a sentence about shopping.

6. Explain the difference in meaning between budget and choose.

7. Choose two words from page 1. Explain how they connect to this context: Budget: $20. Need: large bag, at least two pockets. A: $12, small, one pocket. B: $18, large, three pockets. C: $25, large, five pockets.

Word cards

CEFR A1 | Unit 10: Shopping | Vocabulary

Cut along the lines. Cover the meaning and recall it, then check and use the word.

Name _____ Date _____

price the amount of money something costs	**cheap** costing little money
expensive costing a lot of money	**small** not large in size
large big in size	**pocket** a small section for carrying things
budget the amount available to spend	**choose** decide which thing to take

Study the word forms

CEFR A1 | Unit 10: Shopping | Spelling

Read each word and meaning. Cover the word, write it, then uncover it and check.

Name _____ Date _____

price

the amount of money something costs

_____

Write from memory. Check every letter.

cheap

costing little money

_____

Write from memory. Check every letter.

expensive

costing a lot of money

_____

Write from memory. Check every letter.

small

not large in size

_____

Write from memory. Check every letter.

large

big in size

_____

Write from memory. Check every letter.

pocket

a small section for carrying things

_____

Write from memory. Check every letter.

budget

the amount available to spend

_____

Write from memory. Check every letter.

choose

decide which thing to take

_____

Write from memory. Check every letter.

Recall the spelling

CEFR A1 | Unit 10: Shopping | Spelling

Write the word that matches each meaning. Use page 1 to check after you finish.

Name _____ Date _____

1. the amount of money something costs

2. costing little money

3. costing a lot of money

4. not large in size

5. big in size

6. a small section for carrying things

7. the amount available to spend

8. decide which thing to take

Proofread and correct

CEFR A1 | Unit 10: Shopping | Spelling

Each entry has one deliberate spelling error. Rewrite it correctly. Use the meaning as a clue.

Name _____ Date _____

1. pirce

the amount of money something costs _____

2. cehap

costing little money _____

3. epxensive

costing a lot of money _____

4. samll

not large in size _____

5. lrage

big in size _____

6. pcoket

a small section for carrying things _____

7. bduget

the amount available to spend _____

8. cohose

decide which thing to take _____

Grammar focus

CEFR A1 | Unit 10: Shopping | Grammar

Read the explanation, then complete or revise each item.

Name _____ Date _____

Notice the form and meaning

Compare two things with adjective-er plus than or more plus a longer adjective plus than. Good changes to better. Use how much for a price and how many for countable items.

1. Complete: Bag A is ___ than Bag B. (cheap)

2. Complete: Bag C is ___ expensive than Bag B.

3. Complete: This bag is ___ than that small one. (large)

Apply and edit

CEFR A1 | Unit 10: Shopping | Grammar

Keep the intended meaning. More than one accurate wording may be possible.

Name _____ Date _____

4. Choose: How much / How many is Bag B?

5. Choose: How much / How many pockets does Bag B have?

6. Complete: For Sam, Bag B is a __ choice than Bag A. (good)

Plan your writing

CEFR A1 | Unit 10: Shopping | Writing

Use the supplied context. Invent personal details if needed; do not include private information.

Name _____ Date _____

Your task

Write an order note for a bag, then explain the choice in 3-4 sentences. Compare it with another bag and stay within the stated budget.

Context

Budget: $20. Need: large bag, at least two pockets. A: $12, small, one pocket. B: $18, large, three pockets. C: $25, large, five pockets.

Who is the reader, and what do they need to know?

Which details will you include, and in what order?

Which words or forms will help you make the meaning clear?

Draft and revise

CEFR A1 | Unit 10: Shopping | Writing

Use your plan. Keep the reader, the facts and any conditions clear. Continue on another sheet if needed.

Name _____ Date _____

Reread for meaning, then check grammar, spelling and punctuation.

Teacher reading guide

CEFR A1 | Unit 1: Introductions | Reading

Keep this page separate during independent practice.

1. Lina Noor.
2. Amman.
3. Lina Noor's teacher.
4. There are two people called Lina; the full name identifies Lina Noor.

Review notes

Equivalent wording is acceptable when meaning and scope are preserved. Ask learners to point to evidence or explain a choice.

Placement

A1-U01 / ESL.RED. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher vocabulary guide

CEFR A1 | Unit 1: Introductions | Vocabulary

Use the meanings to check sense, then review the learner's own examples.

1. name: what someone is called
2. class: a group learning together
3. student: a person who is learning
4. teacher: a person who helps others learn
5. Sentence answers vary. Both words must be used in the taught senses and fit the context.
6. card means a small piece of stiff paper; partner means a person you work with.
7. Accept supported connections to the supplied context. Ask which detail justifies each choice.

Review notes

The eight-card page supports retrieval. Concrete pictures illustrate only the sense defined here. Accept other accurate examples; a familiar spelling alone does not establish the right sense.

Placement

A1-U01 / ESL.VOC. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher spelling key

CEFR A1 | Unit 1: Introductions | Spelling

These are orthographic practice targets for this unit, not a separate canonical spelling topic.

1. name (corrects nmae)
2. class (corrects calss)
3. student (corrects sutdent)
4. teacher (corrects taecher)
5. city (corrects ctiy)
6. country (corrects cuontry)
7. card (corrects crad)
8. partner (corrects pratner)

Review notes

The same sequence is used on the recall and proofreading pages. Check omissions, reversals and repeated letters. Let learners mark the part they corrected. American spelling is used; accept a consistent standard regional variant when it preserves the same word.

Placement

A1-U01 / ESL.WRT. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher grammar guide

CEFR A1 | Unit 1: Introductions | Grammar

Check the target form and the meaning retained by the learner's answer.

1. am
2. is
3. He is not a teacher.
4. Are you a student?
5. His
6. What is your name?

Review notes

Equivalent wording is acceptable when meaning and scope are preserved. Ask learners to point to evidence or explain a choice.

Placement

A1-U01 / ESL.GRM. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher writing review

CEFR A1 | Unit 1: Introductions | Writing

Open responses need qualified review. Use this guide to discuss a useful next revision.

Task and audience

Write a profile for an invented new classmate (25-60 words). Include a full name, city, class and partner. Check that your details identify one person clearly.

Meaning and evidence

Check the supplied context. The response should preserve relevant facts, conditions and uncertainty. Do not reward an invented claim as evidence.

Organization

Look for an order that helps the intended reader. At early levels, clear linked information is enough; advanced responses need controlled development and cohesion.

Language choices

Discuss one effective word choice and one form to revise. Consider the unit focus: Use am with I, is with he/she/it and are with you/we/they. Put be before the subject in a question. My, your, his and her come before a noun.

Review status

Record feedback as teacher review. A completed draft or self-check does not verify correctness, skill mastery or a CEFR level.

Teacher reading guide

CEFR A1 | Unit 2: People | Reading

Keep this page separate during independent practice.

1. Sami.
2. Adam.
3. Noor and Adam.
4. Mr Lane.

Review notes

Equivalent wording is acceptable when meaning and scope are preserved. Ask learners to point to evidence or explain a choice.

Placement

A1-U02 / ESL.RED. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher vocabulary guide

CEFR A1 | Unit 2: People | Vocabulary

Use the meanings to check sense, then review the learner's own examples.

1. friend: a person you know and like
2. sister: a girl or woman with the same parent as someone
3. brother: a boy or man with the same parent as someone
4. neighbor: a person living near you
5. Sentence answers vary. Both words must be used in the taught senses and fit the context.
6. jacket means a short outer coat; glasses means two lenses worn to help someone see.
7. Accept supported connections to the supplied context. Ask which detail justifies each choice.

Review notes

The eight-card page supports retrieval. Concrete pictures illustrate only the sense defined here. Accept other accurate examples; a familiar spelling alone does not establish the right sense.

Placement

A1-U02 / ESL.VOC. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher spelling key

CEFR A1 | Unit 2: People | Spelling

These are orthographic practice targets for this unit, not a separate canonical spelling topic.

1. friend (corrects firend)
2. sister (corrects ssiter)
3. brother (corrects borther)
4. neighbor (corrects nieghbor)
5. team (corrects taem)
6. badge (corrects bdage)
7. jacket (corrects jcaket)
8. glasses (corrects galsses)

Review notes

The same sequence is used on the recall and proofreading pages. Check omissions, reversals and repeated letters. Let learners mark the part they corrected. American spelling is used; accept a consistent standard regional variant when it preserves the same word.

Placement

A1-U02 / ESL.WRT. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher grammar guide

CEFR A1 | Unit 2: People | Grammar

Check the target form and the meaning retained by the learner's answer.

1. has
2. have
3. Maya's
4. an
5. two badges
6. Their

Review notes

Equivalent wording is acceptable when meaning and scope are preserved. Ask learners to point to evidence or explain a choice.

Placement

A1-U02 / ESL.GRM. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher writing review

CEFR A1 | Unit 2: People | Writing

Open responses need qualified review. Use this guide to discuss a useful next revision.

Task and audience

Describe an invented welcome team in 4-6 sentences. Show two relationships and give enough detail to identify each person. You can use imaginary people.

Meaning and evidence

Check the supplied context. The response should preserve relevant facts, conditions and uncertainty. Do not reward an invented claim as evidence.

Organization

Look for an order that helps the intended reader. At early levels, clear linked information is enough; advanced responses need controlled development and cohesion.

Language choices

Discuss one effective word choice and one form to revise. Consider the unit focus: Use have with I/you/we/they and has with he/she/it. Add 's to a name to show a relationship or possession. Use a before a consonant sound and an before a vowel sound.

Review status

Record feedback as teacher review. A completed draft or self-check does not verify correctness, skill mastery or a CEFR level.

Teacher reading guide

CEFR A1 | Unit 3: Home | Reading

Keep this page separate during independent practice.

1. Two.
2. Under the chair by the window.
3. In the small box on the desk.
4. On the shelf.

Review notes

Equivalent wording is acceptable when meaning and scope are preserved. Ask learners to point to evidence or explain a choice.

Placement

A1-U03 / ESL.RED. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher vocabulary guide

CEFR A1 | Unit 3: Home | Vocabulary

Use the meanings to check sense, then review the learner's own examples.

1. room: a space inside a building
2. desk: a table for work or study
3. chair: a seat for one person
4. shelf: a flat board used to hold things
5. Sentence answers vary. Both words must be used in the taught senses and fit the context.
6. bag means a container for carrying things; sofa means a long comfortable seat.
7. Accept supported connections to the supplied context. Ask which detail justifies each choice.

Review notes

The eight-card page supports retrieval. Concrete pictures illustrate only the sense defined here. Accept other accurate examples; a familiar spelling alone does not establish the right sense.

Placement

A1-U03 / ESL.VOC. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher spelling key

CEFR A1 | Unit 3: Home | Spelling

These are orthographic practice targets for this unit, not a separate canonical spelling topic.

1. room (corrects romo)
2. desk (corrects dsek)
3. chair (corrects cahir)
4. shelf (corrects sehlf)
5. key (corrects keyy)
6. lamp (corrects lmap)
7. bag (corrects bagg)
8. sofa (corrects sfoa)

Review notes

The same sequence is used on the recall and proofreading pages. Check omissions, reversals and repeated letters. Let learners mark the part they corrected. American spelling is used; accept a consistent standard regional variant when it preserves the same word.

Placement

A1-U03 / ESL.WRT. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher grammar guide

CEFR A1 | Unit 3: Home | Grammar

Check the target form and the meaning retained by the learner's answer.

1. are
2. is
3. Is there a shelf?
4. There are not any books in the bag.
5. These
6. under

Review notes

Equivalent wording is acceptable when meaning and scope are preserved. Ask learners to point to evidence or explain a choice.

Placement

A1-U03 / ESL.GRM. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher writing review

CEFR A1 | Unit 3: Home | Writing

Open responses need qualified review. Use this guide to discuss a useful next revision.

Task and audience

Write a 30-50-word message to help a visitor find three things in an imaginary room. Say where each item is and where to put one item after use.

Meaning and evidence

Check the supplied context. The response should preserve relevant facts, conditions and uncertainty. Do not reward an invented claim as evidence.

Organization

Look for an order that helps the intended reader. At early levels, clear linked information is enough; advanced responses need controlled development and cohesion.

Language choices

Discuss one effective word choice and one form to revise. Consider the unit focus: Use there is for one item and there are for more than one. Use in, on, under and above to say where something is. These refers to more than one nearby item.

Review status

Record feedback as teacher review. A completed draft or self-check does not verify correctness, skill mastery or a CEFR level.

Teacher reading guide

CEFR A1 | Unit 4: Neighborhoods | Reading

Keep this page separate during independent practice.

1. Find the library and use its main entrance.
2. At the main gate.
3. Turn left.
4. The back door.

Review notes

Equivalent wording is acceptable when meaning and scope are preserved. Ask learners to point to evidence or explain a choice.

Placement

A1-U04 / ESL.RED. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher vocabulary guide

CEFR A1 | Unit 4: Neighborhoods | Vocabulary

Use the meanings to check sense, then review the learner's own examples.

1. gate: an opening used to enter an enclosed place
2. library: a place where people read or borrow books
3. office: a place where people do administrative work
4. path: a narrow route for walking
5. Sentence answers vary. Both words must be used in the taught senses and fit the context.
6. entrance means the place where you go into a building; sign means a board or notice that gives information.
7. Accept supported connections to the supplied context. Ask which detail justifies each choice.

Review notes

The eight-card page supports retrieval. Concrete pictures illustrate only the sense defined here. Accept other accurate examples; a familiar spelling alone does not establish the right sense.

Placement

A1-U04 / ESL.VOC. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher spelling key

CEFR A1 | Unit 4: Neighborhoods | Spelling

These are orthographic practice targets for this unit, not a separate canonical spelling topic.

1. gate (corrects gtae)
2. library (corrects lbirary)
3. office (corrects ofifce)
4. path (corrects ptah)
5. left (corrects lfet)
6. right (corrects rgiht)
7. entrance (corrects etnrance)
8. sign (corrects sgin)

Review notes

The same sequence is used on the recall and proofreading pages. Check omissions, reversals and repeated letters. Let learners mark the part they corrected. American spelling is used; accept a consistent standard regional variant when it preserves the same word.

Placement

A1-U04 / ESL.WRT. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher grammar guide

CEFR A1 | Unit 4: Neighborhoods | Grammar

Check the target form and the meaning retained by the learner's answer.

1. Walk to the office.
2. Do not use the back door.
3. from
4. to
5. Turn left at the office.
6. Please enter here.

Review notes

Equivalent wording is acceptable when meaning and scope are preserved. Ask learners to point to evidence or explain a choice.

Placement

A1-U04 / ESL.GRM. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher writing review

CEFR A1 | Unit 4: Neighborhoods | Writing

Open responses need qualified review. Use this guide to discuss a useful next revision.

Task and audience

Write 4-6 directions from a clear starting point to a place in an imaginary learning centre. Include one instruction about a door or path to avoid.

Meaning and evidence

Check the supplied context. The response should preserve relevant facts, conditions and uncertainty. Do not reward an invented claim as evidence.

Organization

Look for an order that helps the intended reader. At early levels, clear linked information is enough; advanced responses need controlled development and cohesion.

Language choices

Discuss one effective word choice and one form to revise. Consider the unit focus: Begin an instruction with a verb: Walk to the gate. Use Do not plus a verb for a negative instruction. To shows a destination; from shows a starting point.

Review status

Record feedback as teacher review. A completed draft or self-check does not verify correctness, skill mastery or a CEFR level.

Teacher reading guide

CEFR A1 | Unit 5: Food | Reading

Keep this page separate during independent practice.

1. A bottle of water.
2. $5.
3. There are no beans today.
4. No.

Review notes

Equivalent wording is acceptable when meaning and scope are preserved. Ask learners to point to evidence or explain a choice.

Placement

A1-U05 / ESL.RED. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher vocabulary guide

CEFR A1 | Unit 5: Food | Vocabulary

Use the meanings to check sense, then review the learner's own examples.

1. menu: a list of food and drink you can order
2. bread: a food made from flour and baked
3. rice: small grains cooked as food
4. water: a clear liquid people drink
5. Sentence answers vary. Both words must be used in the taught senses and fit the context.
6. order means a request for food or goods; quantity means how much or how many.
7. Accept supported connections to the supplied context. Ask which detail justifies each choice.

Review notes

The eight-card page supports retrieval. Concrete pictures illustrate only the sense defined here. Accept other accurate examples; a familiar spelling alone does not establish the right sense.

Placement

A1-U05 / ESL.VOC. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher spelling key

CEFR A1 | Unit 5: Food | Spelling

These are orthographic practice targets for this unit, not a separate canonical spelling topic.

1. menu (corrects mneu)
2. bread (corrects berad)
3. rice (corrects rcie)
4. water (corrects wtaer)
5. cup (corrects cupp)
6. bottle (corrects btotle)
7. order (corrects odrer)
8. quantity (corrects qauntity)

Review notes

The same sequence is used on the recall and proofreading pages. Check omissions, reversals and repeated letters. Let learners mark the part they corrected. American spelling is used; accept a consistent standard regional variant when it preserves the same word.

Placement

A1-U05 / ESL.WRT. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher grammar guide

CEFR A1 | Unit 5: Food | Grammar

Check the target form and the meaning retained by the learner's answer.

1. do
2. some
3. any
4. Do you like soup?
5. I would like two bottles of water, please.
6. How many

Review notes

Equivalent wording is acceptable when meaning and scope are preserved. Ask learners to point to evidence or explain a choice.

Placement

A1-U05 / ESL.GRM. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher writing review

CEFR A1 | Unit 5: Food | Writing

Open responses need qualified review. Use this guide to discuss a useful next revision.

Task and audience

Write an order for two people. Include food, drinks and quantities. Use the menu to check the total. Add one polite request.

Meaning and evidence

Check the supplied context. The response should preserve relevant facts, conditions and uncertainty. Do not reward an invented claim as evidence.

Organization

Look for an order that helps the intended reader. At early levels, clear linked information is enough; advanced responses need controlled development and cohesion.

Language choices

Discuss one effective word choice and one form to revise. Consider the unit focus: Use do not/don't with I and you in the present simple. Some is common in positive quantity statements; any is common in negatives and questions. Would like makes a polite request.

Review status

Record feedback as teacher review. A completed draft or self-check does not verify correctness, skill mastery or a CEFR level.

Teacher reading guide

CEFR A1 | Unit 6: Routines | Reading

Keep this page separate during independent practice.

1. Monday and Wednesday.
2. Three o'clock.
3. At one on Friday.
4. Yes. Sara finishes work at twelve; Ali starts at three.

Review notes

Equivalent wording is acceptable when meaning and scope are preserved. Ask learners to point to evidence or explain a choice.

Placement

A1-U06 / ESL.RED. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher vocabulary guide

CEFR A1 | Unit 6: Routines | Vocabulary

Use the meanings to check sense, then review the learner's own examples.

1. morning: the early part of the day
2. evening: the part of the day before night
3. usually: on most occasions
4. sometimes: on some occasions
5. Sentence answers vary. Both words must be used in the taught senses and fit the context.
6. meet means come together with someone; timetable means a list of times for planned activities.
7. Accept supported connections to the supplied context. Ask which detail justifies each choice.

Review notes

The eight-card page supports retrieval. Concrete pictures illustrate only the sense defined here. Accept other accurate examples; a familiar spelling alone does not establish the right sense.

Placement

A1-U06 / ESL.VOC. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher spelling key

CEFR A1 | Unit 6: Routines | Spelling

These are orthographic practice targets for this unit, not a separate canonical spelling topic.

1. morning (corrects mroning)
2. evening (corrects eevning)
3. usually (corrects uusally)
4. sometimes (corrects smoetimes)
5. work (corrects wrok)
6. break (corrects berak)
7. meet (corrects mete)
8. timetable (corrects tmietable)

Review notes

The same sequence is used on the recall and proofreading pages. Check omissions, reversals and repeated letters. Let learners mark the part they corrected. American spelling is used; accept a consistent standard regional variant when it preserves the same word.

Placement

A1-U06 / ESL.WRT. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher grammar guide

CEFR A1 | Unit 6: Routines | Grammar

Check the target form and the meaning retained by the learner's answer.

1. starts
2. does
3. What time does Ali start work?
4. at
5. on
6. Sara does not work in the evening.

Review notes

Equivalent wording is acceptable when meaning and scope are preserved. Ask learners to point to evidence or explain a choice.

Placement

A1-U06 / ESL.GRM. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher writing review

CEFR A1 | Unit 6: Routines | Writing

Open responses need qualified review. Use this guide to discuss a useful next revision.

Task and audience

Write a short routine and a meeting note. Give two work or study times. Suggest a time that fits both people in the information below.

Meaning and evidence

Check the supplied context. The response should preserve relevant facts, conditions and uncertainty. Do not reward an invented claim as evidence.

Organization

Look for an order that helps the intended reader. At early levels, clear linked information is enough; advanced responses need controlled development and cohesion.

Language choices

Discuss one effective word choice and one form to revise. Consider the unit focus: Add -s to a present-simple verb after he/she/it. Use does/does not with the base verb in questions and negatives. Use at for clock times and on for days.

Review status

Record feedback as teacher review. A completed draft or self-check does not verify correctness, skill mastery or a CEFR level.

Teacher reading guide

CEFR A1 | Unit 7: Learning | Reading

Keep this page separate during independent practice.

1. Make a class poster with the class name, days and times.
2. A partner checks them.
3. Reading a time.
4. The time, two.

Review notes

Equivalent wording is acceptable when meaning and scope are preserved. Ask learners to point to evidence or explain a choice.

Placement

A1-U07 / ESL.RED. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher vocabulary guide

CEFR A1 | Unit 7: Learning | Vocabulary

Use the meanings to check sense, then review the learner's own examples.

1. task: a piece of work to do
2. poster: a large printed or written notice
3. pencil: a tool for writing or drawing
4. page: one side of a sheet of paper
5. Sentence answers vary. Both words must be used in the taught senses and fit the context.
6. question means words used to ask for information; help means make something easier for someone.
7. Accept supported connections to the supplied context. Ask which detail justifies each choice.

Review notes

The eight-card page supports retrieval. Concrete pictures illustrate only the sense defined here. Accept other accurate examples; a familiar spelling alone does not establish the right sense.

Placement

A1-U07 / ESL.VOC. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher spelling key

CEFR A1 | Unit 7: Learning | Spelling

These are orthographic practice targets for this unit, not a separate canonical spelling topic.

1. task (corrects tsak)
2. poster (corrects psoter)
3. pencil (corrects pnecil)
4. page (corrects pgae)
5. check (corrects cehck)
6. repeat (corrects rpeeat)
7. question (corrects qeustion)
8. help (corrects hlep)

Review notes

The same sequence is used on the recall and proofreading pages. Check omissions, reversals and repeated letters. Let learners mark the part they corrected. American spelling is used; accept a consistent standard regional variant when it preserves the same word.

Placement

A1-U07 / ESL.WRT. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher grammar guide

CEFR A1 | Unit 7: Learning | Grammar

Check the target form and the meaning retained by the learner's answer.

1. write
2. Amir cannot read the time.
3. Can you help me?
4. Please check them.
5. Give the pencil to her.
6. Can we put the poster here?

Review notes

Equivalent wording is acceptable when meaning and scope are preserved. Ask learners to point to evidence or explain a choice.

Placement

A1-U07 / ESL.GRM. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher writing review

CEFR A1 | Unit 7: Learning | Writing

Open responses need qualified review. Use this guide to discuss a useful next revision.

Task and audience

Write a brief message asking for help with a class task. Explain what you can do, what you cannot do and the help you need.

Meaning and evidence

Check the supplied context. The response should preserve relevant facts, conditions and uncertainty. Do not reward an invented claim as evidence.

Organization

Look for an order that helps the intended reader. At early levels, clear linked information is enough; advanced responses need controlled development and cohesion.

Language choices

Discuss one effective word choice and one form to revise. Consider the unit focus: Can plus a base verb expresses ability or permission. Use cannot/can't for a negative. Put can first in a question. Use me, him, her, it, us and them after verbs.

Review status

Record feedback as teacher review. A completed draft or self-check does not verify correctness, skill mastery or a CEFR level.

Teacher reading guide

CEFR A1 | Unit 8: Health | Reading

Keep this page separate during independent practice.

1. By the front desk at the centre clinic.
2. At eleven.
3. Helping another person.
4. Her brother is coming for her; she usually walks home.

Review notes

Equivalent wording is acceptable when meaning and scope are preserved. Ask learners to point to evidence or explain a choice.

Placement

A1-U08 / ESL.RED. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher vocabulary guide

CEFR A1 | Unit 8: Health | Vocabulary

Use the meanings to check sense, then review the learner's own examples.

1. clinic: a place for health appointments
2. appointment: a planned meeting at a set time
3. headache: pain in the head
4. tired: feeling a need to rest
5. Sentence answers vary. Both words must be used in the taught senses and fit the context.
6. message means a short piece of information sent to someone; now means at this moment.
7. Accept supported connections to the supplied context. Ask which detail justifies each choice.

Review notes

The eight-card page supports retrieval. Concrete pictures illustrate only the sense defined here. Accept other accurate examples; a familiar spelling alone does not establish the right sense.

Placement

A1-U08 / ESL.VOC. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher spelling key

CEFR A1 | Unit 8: Health | Spelling

These are orthographic practice targets for this unit, not a separate canonical spelling topic.

1. clinic (corrects cilnic)
2. appointment (corrects apopintment)
3. headache (corrects haedache)
4. tired (corrects tried)
5. wait (corrects wiat)
6. desk (corrects dsek)
7. message (corrects msesage)
8. now (corrects noww)

Review notes

The same sequence is used on the recall and proofreading pages. Check omissions, reversals and repeated letters. Let learners mark the part they corrected. American spelling is used; accept a consistent standard regional variant when it preserves the same word.

Placement

A1-U08 / ESL.WRT. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher grammar guide

CEFR A1 | Unit 8: Health | Grammar

Check the target form and the meaning retained by the learner's answer.

1. waiting
2. is
3. Mina is not studying now.
4. Is the nurse helping someone?
5. walks
6. is coming

Review notes

Equivalent wording is acceptable when meaning and scope are preserved. Ask learners to point to evidence or explain a choice.

Placement

A1-U08 / ESL.GRM. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher writing review

CEFR A1 | Unit 8: Health | Writing

Open responses need qualified review. Use this guide to discuss a useful next revision.

Task and audience

Write a short message about an immediate need. State where you are, what is happening and what help you want. Use invented details.

Meaning and evidence

Check the supplied context. The response should preserve relevant facts, conditions and uncertainty. Do not reward an invented claim as evidence.

Organization

Look for an order that helps the intended reader. At early levels, clear linked information is enough; advanced responses need controlled development and cohesion.

Language choices

Discuss one effective word choice and one form to revise. Consider the unit focus: Use am/is/are plus verb-ing for an action happening now. Put not after am/is/are for a negative. Usually often describes a routine in the present simple.

Review status

Record feedback as teacher review. A completed draft or self-check does not verify correctness, skill mastery or a CEFR level.

Teacher reading guide

CEFR A1 | Unit 9: Travel | Reading

Keep this page separate during independent practice.

1. At Central Station.
2. He was on the train.
3. At Central Station.
4. At eleven.

Review notes

Equivalent wording is acceptable when meaning and scope are preserved. Ask learners to point to evidence or explain a choice.

Placement

A1-U09 / ESL.RED. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher vocabulary guide

CEFR A1 | Unit 9: Travel | Vocabulary

Use the meanings to check sense, then review the learner's own examples.

1. station: a place where trains or buses stop
2. ticket: a document giving permission to travel
3. platform: the area beside a railway track for passengers
4. train: connected vehicles that travel on rails
5. Sentence answers vary. Both words must be used in the taught senses and fit the context.
6. journey means travel from one place to another; suitcase means a case used to carry clothes when traveling.
7. Accept supported connections to the supplied context. Ask which detail justifies each choice.

Review notes

The eight-card page supports retrieval. Concrete pictures illustrate only the sense defined here. Accept other accurate examples; a familiar spelling alone does not establish the right sense.

Placement

A1-U09 / ESL.VOC. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher spelling key

CEFR A1 | Unit 9: Travel | Spelling

These are orthographic practice targets for this unit, not a separate canonical spelling topic.

1. station (corrects sattion)
2. ticket (corrects tciket)
3. platform (corrects paltform)
4. train (corrects tarin)
5. early (corrects eraly)
6. late (corrects ltae)
7. journey (corrects juorney)
8. suitcase (corrects siutcase)

Review notes

The same sequence is used on the recall and proofreading pages. Check omissions, reversals and repeated letters. Let learners mark the part they corrected. American spelling is used; accept a consistent standard regional variant when it preserves the same word.

Placement

A1-U09 / ESL.WRT. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher grammar guide

CEFR A1 | Unit 9: Travel | Grammar

Check the target form and the meaning retained by the learner's answer.

1. was
2. were
3. Mina was not at River Station at 10: 25.
4. Was Leo at platform two?
5. were
6. was

Review notes

Equivalent wording is acceptable when meaning and scope are preserved. Ask learners to point to evidence or explain a choice.

Placement

A1-U09 / ESL.GRM. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher writing review

CEFR A1 | Unit 9: Travel | Writing

Open responses need qualified review. Use this guide to discuss a useful next revision.

Task and audience

Write a journey update with three past times and locations. Say where you and a partner were, then state where you were together.

Meaning and evidence

Check the supplied context. The response should preserve relevant facts, conditions and uncertainty. Do not reward an invented claim as evidence.

Organization

Look for an order that helps the intended reader. At early levels, clear linked information is enough; advanced responses need controlled development and cohesion.

Language choices

Discuss one effective word choice and one form to revise. Consider the unit focus: Use was with I/he/she/it and were with you/we/they for a past state or location. Add not for a negative. Begin a question with was or were.

Review status

Record feedback as teacher review. A completed draft or self-check does not verify correctness, skill mastery or a CEFR level.

Teacher reading guide

CEFR A1 | Unit 10: Shopping | Reading

Keep this page separate during independent practice.

1. $20.
2. It is small and has only one pocket.
3. Bag C.
4. Bag B.

Review notes

Equivalent wording is acceptable when meaning and scope are preserved. Ask learners to point to evidence or explain a choice.

Placement

A1-U10 / ESL.RED. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher vocabulary guide

CEFR A1 | Unit 10: Shopping | Vocabulary

Use the meanings to check sense, then review the learner's own examples.

1. price: the amount of money something costs
2. cheap: costing little money
3. expensive: costing a lot of money
4. small: not large in size
5. Sentence answers vary. Both words must be used in the taught senses and fit the context.
6. budget means the amount available to spend; choose means decide which thing to take.
7. Accept supported connections to the supplied context. Ask which detail justifies each choice.

Review notes

The eight-card page supports retrieval. Concrete pictures illustrate only the sense defined here. Accept other accurate examples; a familiar spelling alone does not establish the right sense.

Placement

A1-U10 / ESL.VOC. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher spelling key

CEFR A1 | Unit 10: Shopping | Spelling

These are orthographic practice targets for this unit, not a separate canonical spelling topic.

1. price (corrects pirce)
2. cheap (corrects cehap)
3. expensive (corrects epxensive)
4. small (corrects samll)
5. large (corrects lrage)
6. pocket (corrects pcoket)
7. budget (corrects bduget)
8. choose (corrects cohose)

Review notes

The same sequence is used on the recall and proofreading pages. Check omissions, reversals and repeated letters. Let learners mark the part they corrected. American spelling is used; accept a consistent standard regional variant when it preserves the same word.

Placement

A1-U10 / ESL.WRT. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher grammar guide

CEFR A1 | Unit 10: Shopping | Grammar

Check the target form and the meaning retained by the learner's answer.

1. cheaper
2. more
3. larger
4. How much
5. How many
6. better

Review notes

Equivalent wording is acceptable when meaning and scope are preserved. Ask learners to point to evidence or explain a choice.

Placement

A1-U10 / ESL.GRM. Original supplementary practice. Skill links are proposed for review. Completion does not establish CEFR proficiency.

Teacher writing review

CEFR A1 | Unit 10: Shopping | Writing

Open responses need qualified review. Use this guide to discuss a useful next revision.

Task and audience

Write an order note for a bag, then explain the choice in 3-4 sentences. Compare it with another bag and stay within the stated budget.

Meaning and evidence

Check the supplied context. The response should preserve relevant facts, conditions and uncertainty. Do not reward an invented claim as evidence.

Organization

Look for an order that helps the intended reader. At early levels, clear linked information is enough; advanced responses need controlled development and cohesion.

Language choices

Discuss one effective word choice and one form to revise. Consider the unit focus: Compare two things with adjective-er plus than or more plus a longer adjective plus than. Good changes to better. Use how much for a price and how many for countable items.

Review status

Record feedback as teacher review. A completed draft or self-check does not verify correctness, skill mastery or a CEFR level.