

# Introduction

## ***What is the Common European Framework of Reference?***

The Council of Europe has developed the Common European Framework of Reference for Languages (or CEFR for short) with a view to promoting language teaching and learning within Europe, and to provide a framework which permits the comparison of individuals' language levels in an impartial way.

## ***What are the aims of the CEFR?***

While the CEFR does not dictate a single method of teaching and learning, it encourages teachers and course providers to reconsider their course content, approach and assessment based on some core principles. These are stated at the beginning of the book:

1. To ensure that all sections of their populations have access to effective means of acquiring a knowledge of the languages of other member states [ . . . ] as well as the skills in the use of those languages that will enable them to satisfy their communicative needs [ . . . ]

1.1 to deal with the business of everyday life in another country, and to help foreigners staying in their own country to do so;

1.2 to exchange information and ideas with young people and adults who speak a different language and to communicate their thoughts and feelings to them;

1.3 to achieve a wider and deeper understanding of the way of life and forms of thought of other peoples and of their cultural heritage.

2. To promote, encourage and support the efforts of teachers and learners at all levels to apply in their own situation the principles of the construction of language-learning systems [ . . . ]

2.1 by basing language teaching and learning on the needs, motivations, characteristics and resources of learners;

2.2 by defining worthwhile and realistic objectives as explicitly as possible;

2.3 by developing appropriate methods and materials.

Working from these principles the CEFR encourages us to think about the 'domains' in which we use language – social, public, occupational and educational. It then suggests we consider specific situations within these domains: the people we might need to interact with, the objects we may use, the things we may read or listen to and the things we may need to do with language. It then tries to describe not only what a language user 'can do',

but also what they are able to do in the language, both generally and in specific skills, domains and situations such as 'Informal discussion (with friends) or 'Formal discussion and meetings'. The CEFR also encourages and comments on areas such as intercultural awareness, self-directed learning, paralinguistics (gesture, mime, etc.), mediating (i.e. interpreting and translation), which have perhaps been less common features of ELT materials.

## ***How are the levels of the CEFR organised?***

The six levels the CEFR describes range from A1 (students with an elementary level of English) to C2 (students who can use the language fluently and with precision). However, note that there is also a level below A1. A0 is the point at which people start, with very little or no language. A1 is the first point at which we can describe a (limited) range of abilities in a number of skills and domains. For example, students probably need to be able to recognize a substantial number of words (say 300+) for basic reading and listening. The CEFR also allows for steps between the global levels, described as A2+, B2+, etc. The main levels are summarised below:

<b>Proficient</b>	<b>C2</b>	<b>Mastery</b>	Students can use the language precisely and fluently with near native competence.
	<b>C1</b>	<b>Effective Operational Proficiency</b>	Students are proficient in the language and have a wide range of vocabulary.
<b>Independent</b>	<b>B2</b>	<b>Vantage</b>	Students are able to express themselves in increasingly abstract ways.
	<b>B1</b>	<b>Threshold</b>	Students at this level can maintain conversations.
<b>Basic</b>	<b>A2</b>	<b>Waystage</b>	Students are able to get by in an increasing range of social situations.
	<b>A1</b>	<b>Breakthrough</b>	Students can express themselves in simple, basic language.

Based on these global descriptions of the six levels, the CEFR illustrates how these can be applied to a language

user's ability in the specific domains and skills we mentioned before. For example, for *Conversation*, A1 level is described as 'Can ask how people are and react to news' and C2 as 'Can use language flexibly and effectively for social purposes'. This means language users are able to describe their abilities more accurately, showing a higher level in social situations than, say, academic writing and discussions.

### **CEFR levels, coursebooks and Keynote**

It is important to realize that the CEFR is not a syllabus and does not provide scales for every possible language situation for students. For example, a student's needs and motivation may lead them to the task of talking about football (not exemplified in the CEFR!). However, we can construct a scale based on the global and specific scales in the CEFR and say that an A1 student 'can exchange basic opinions on matches, players and teams', but a C2 student 'can describe matches and incidents in detail, using a range of language including colloquial expressions and jargon'. As a teacher or materials writer we can then think of the language students will need to achieve these levels and how we might present and practise it.

Furthermore, the can-do statements describe achievement and current ability, *not* the student's future level, the language required to reach that level, or the time it will take. No coursebook can guarantee a level a student will attain and it is for *you* to judge whether the language presented will help students achieve their objectives.

Finally, existing coursebook level descriptors in ELT (elementary, pre-intermediate, etc.) do not exactly fit with the CEFR and nor are the CEFR levels necessarily even steps. It seems likely that moving from C1 to C2, for example, will take a lot longer than A1 to A2, largely because of the different amounts of vocabulary learning each entails.

For all these reasons, this book has been developed for students who are at one level, and who are working towards the next level. This means that some tasks and language input – particularly at the beginning of the book – are aimed more at revising and teaching language to achieve the lower level, while most other input is aimed at achieving the higher level. Note though, that in any one class, students will achieve *different* levels in any one task, including being below or above the level expected. If this happens consistently, you are probably using the wrong level book or the student is for the wrong class for them. That is for you to assess.

### **How does Keynote match the aims of the CEFR?**

In *Keynote*, our primary source material is the ungraded English of the TED talks. The CEFR is therefore invaluable in enabling us to map this input to the needs of students. By referring to the CEFR in the planning of the series, we are able to make sure that we develop activities to help students move from understanding the TED talks to expressing their own messages in English. The CEFR helps us to choose which TED talks are most generative for English students and also to develop the additional inputs that complement the language in the talks. To do this, we look at the linguistic competences described in the CEFR, such as lexis and grammar, and also the sociolinguistic and pragmatic competences. Each unit in *Keynote* has specific objectives in these areas, for example the final lesson gives students practice in the language they need to interact with people in day-to-day life, both speaking and writing. Our activities on presentation skills focus on the guidance given by TED to their speakers, but also match many of the pragmatic competences in the CEFR. For example, these sections specifically help students to 'link a series of shorter, discrete simple elements into a connected, linear sequence of points' (B1 descriptor 5.2.3). The TED talk-related Vocabulary in context activities help in particular to expand students' competence with the fixed and idiomatic expressions that occur in spoken English. At the same time the grammar and reading lessons, together with the grammar exercises at the back of the book, ensure that students practice the range of language expected for their level.

The content of the TED talks matches many of the General competences in CEFR in terms of knowledge of the world, intercultural awareness and the ability to learn. The Critical thinking activities in particular match these CEFR points. Equally, the focus on 21<sup>st</sup> century outcomes throughout *Keynote* also matches many of the aims of the CEFR general competences.

### **The CEFR and you!**

It is not only coursebook writers that take the CEFR into account. As a teacher, you can also meet CEFR goals by taking language in the book and giving more examples that make use of the students' immediate knowledge and situation. This can be done by asking questions that encourage students to think about how they would use language, encouraging students to exchange ideas and feelings and by creating a learning environment that makes this possible.

You might also want to read the CEFR itself and the 'Users of the manual may wish to consider' sections it has throughout for discussions with colleagues or self-reflection. Visit [www.coe.int](http://www.coe.int) to find out more about the CEFR and download a pdf of the manual itself.

# Keynote Pre-intermediate CEFR overview

## Framework level: A2-B1

### Communicative activities

#### Reception Spoken

<b>Overall listening comprehension:</b>  Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. [B1]	p118, Grammar ex 2; p128, Grammar ex 2; p129, Speaking ex 9; p133, Presentation skills, exs 9, 10
<b>Listening to radio and audio recordings:</b>  Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. [A2]	p11, Listening exs 5,6; p11, Speaking ex 8; p12, Grammar ex 2; p13, Language Focus ex 7a; p17, Presentation skills ex 7; p21, Listening exs 3,4; p21, Speaking ex 6; p22, Grammar exs 2,4,5; p23, Pronunciation ex 8a; p31, Listening exs 5,6; p31, Speaking ex 8; p32, Grammar ex 5; p33, Pronunciation ex 7a; p39, Model Presentation ex 2; p43, Listening exs 4,5,6; p43, Speaking ex 8; p44, Grammar ex 2; p53, Listening exs 5,6; p53, Speaking ex 8; p54, Grammar ex 2; p63, Listening exs 4,5; p63, Pronunciation ex 6; p63, Speaking ex 7; p64, Grammar ex 2; p64, Pronunciation ex 6; pps 71-72, Model Presentation ex 2
Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.  Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. [B1]	p76, Grammar ex 2; p85, Listening exs 4,5; p86, Grammar ex 2; p95, Listening ex 5; p96, Grammar ex 2; p108, Grammar ex 2; p117, Listening ex 6; p127, Listening ex 5  p75, Listening exs 3,4; p75, Speaking ex 6; p85, Speaking ex 7; p95, Listening ex 4; p95, Speaking ex 7; p106, Vocabulary ex 1; p107, Listening ex 4; p107, Speaking ex 7; p117, Listening ex 5; p117, Speaking ex 9; p127, Listening ex 4; p127, Speaking ex 8

#### Reception Audio/Visual

<b>Watching TV and film:</b>  Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary.  Can follow changes of topic of factual TV news items, and form an idea of the main content. [A2]	pps 16-17, TED talks exs 2,3 ; p17, Presentation skills ex 8; p26, TED Talks exs 2,3,4; p27, Presentation skills exs 8,9; p36, TED Talks exs 2,3,4,5; p37, Presentation skills exs 9,10; p39, Model Presentation exs 2,3,4; p48, TED Talks exs 2,3,4; p49, Presentation skills exs 8,9; p58, TED Talks exs 3,4,5,6; p59, Presentation skills exs 10,11; p68, TED Talks exs 2,3,4; p69, Presentation skills exs 8,9; pps 71-72, Model Presentation ex 3
Can understand a large part of many TV programs on topics of personal	p80, TED Talks exs 3,4,5; p81, Presentation skills exs 9,10; p90, TED Talks exs 2,3,4; p91, Presentation skills exs 8,9; p100, TED Talks exs 3,5; p103, Model

<p>interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear.</p> <p>Can catch the main points in TV programs on familiar topics when the delivery is relatively slow and clear. [B1]</p>	<p>Presentation exs 2,3; p112, TED Talks exs 3,4; p122, TED Talks ex 3; p132, TED Talks exs 3,4; p135, Model Presentation exs 2,3</p> <p>P100, TED Talks exs 2,4; p101 Presentation skills exs 9,10; p122, TED Talks exs 2,3; p113, Presentation skills exs 8,9; p122, TED Talks ex 2; p123, Presentation skills exs 7,8;</p>
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## Reception Written

<p><b>Overall reading comprehension:</b> Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.</p> <p>Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. [A2]</p>	<p>p9, Warm up; p10, Vocabulary ex 1; p19, Warm up; p27, Critical thinking ex 5; p29, Warm up; p39, Model presentation ex 4; p41, Warm up; p51, Warm up; p61, Warm up; pps 71-72, Model presentation ex 3</p>
<p>Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. [B1]</p>	<p>p73, Warm up; p76, Grammar ex 1; p77, Language focus ex 6; p78, Understanding process ex 4; p80, TED Talks ex 2; p83, Warm up; p86, Grammar ex 1; p88, Understanding details ex 5; p90, TED talks ex 1; p93, Warm up; p97, Language focus ex 6; p98, Understanding details ex 4; p102, Communicate ex 1; p105, Warm up; p108, Grammar ex 1; p110, Understanding details ex 4; p112, TED Talks ex 2; p115, Warm up; p118, Grammar ex 1; p119, Language focus ex 5; pps 12-121, Reading ex 1; p120, Understanding gist ex 3; p125, Warm up; p128, Grammar ex 1; p129, Language focus ex 5; pps 130-131, Reading ex 1; p130, Understanding gist ex 3; p130, Understanding pronoun referencing ex 5</p>
<p><b>Reading for orientation:</b> Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.</p> <p>Can find and understand relevant information in everyday material, such as letters, brochures and short official documents. [B1]</p>	<p>p96, Grammar ex 1; pps 110-111, Reading ex 1; pps 120-121, Reading ex 2; pps 130-131, Reading ex 2</p>

<p><b>Reading for information and argument:</b></p> <p>Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. [A2]</p>	<p>p12, Grammar ex 1; p13, Speaking ex 10; pps 14-15, Reading ex 1; p15, Understanding gist ex 2; p15, Understanding main ideas ex 3; p15, Understanding cause and effect ex 4; p18, Communicate ex 2; p22, Grammar ex 1; pps 24-25, Reading ex 1; p24, Understanding purpose ex 2; p24, Understanding main ideas ex 3; p24, Understanding details ex 4; p32, Grammar ex 1; pps 34-35, Reading ex 1; p34, Understanding details exs 2,3; p34, Making inferences ex 4; p44, Grammar ex 1; p46, Understanding gist ex 2; p46, Understanding details ex 3; p54, Grammar ex 1; p56, Reading ex 1; p56, Understanding main ideas ex 2; p56, Understanding supporting quotes ex 3; p56, Understanding details ex 4; p64, Grammar ex 1; pps 66-67, Reading ex 2; p66, Understanding main ideas ex 3; p66, Understanding sequence ex 4; p66, Understanding details ex 5</p>
<p>Can identify the main conclusions in clearly signalled argumentative texts.</p> <p>Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.</p> <p>Can recognize significant points in straightforward newspaper articles on familiar subjects. [B1]</p>	<p>pps 88-89, Reading ex 2;</p> <p>pps 78-79, Reading ex 2; p88, Understanding purpose ex 3</p> <p>p78, Understanding details ex 3; p88, pps 98-99, Reading ex 2; Understanding main ideas ex 4; p98, Understanding purpose ex 3; pps 110-111, Reading ex 2; p110, Understanding main ideas ex 3; p120, Understanding a process ex 4; p120, Understanding details ex 5; p130, Understanding details ex 4</p>

## Interaction Spoken

<p><b>Overall spoken interaction:</b></p> <p>Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary.</p> <p>Can manage simple, routine exchanges without undue effort.</p> <p>Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.</p> <p>Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time.</p> <p>Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord. [A2]</p>	<p>p9, Warm up; p10, Pronunciation ex 4; p11, Listening ex 7; p11, Speaking ex 10; p12, Grammar ex 1; pps 14-15, Reading ex 1; p15, Understanding vocabulary ex 6; p17, Critical thinking ex 4; p17, Vocabulary in context ex 6; p18, Communicate ex 4; p19, Warm up; p22, Grammar ex 1; pps 24-25, Overall spoken interaction ex 1; p24, Understanding vocabulary ex 6; p27, Presentation skills 10; p29, Warm up; p31, Listening ex 7; p32, Grammar ex 2; p34, Understanding vocabulary ex 6; p36, TED talks ex 4; p37, Critical thinking ex 6; p37, Vocabulary in context ex 8; p37, Presentation skills ex 11; p38, Communicate exs 1,2; p41, Warm up; p42, Vocabulary ex 3; pps 46-47, Reading ex 1; p46, Understanding vocabulary ex 5; p49, Creative thinking ex 5; p49, Vocabulary in context ex 7; p51, Warm up; p53, Listening ex 7; p56, Understanding vocabulary ex 6; p59, Vocabulary in context ex 9; p59, Presentation skills ex 12; p61, Warm up; p64, Grammar ex 1; pps 66-67, Reading ex 1; p66, Understanding vocabulary ex 7; p68, TED talks ex 4; p69, Vocabulary in context, ex 7; p70, Communicate ex 2</p>
<p>Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. [B1]</p>	<p>p113, Vocabulary in context ex 7</p>
<p><b>Informal discussion (with friends):</b></p>	<p>p73, Warm up; p75, Speaking ex 8; p76, Grammar ex 1; p77, Speaking ex 11; pps 78-79, Reading ex 1; p78 Understanding vocabulary ex 6; p81, Critical thinking ex 6; p81, Vocabulary in context ex 8; p81, Presentation skills ex 10; p82, Communicate ex 1; p83, Warm up; p84, Vocabulary ex 3; p85, Speaking ex 9;</p>



<p>Can express his/her thoughts about abstract or cultural topics such as music, films.</p> <p>Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc.</p> <p>Can give or seek personal views and opinions in discussing topics of interest.</p> <p>Can give brief comments on the views of others.</p> <p>Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e.g. an outing).</p> <p>Can express belief, opinion, agreement and disagreement politely. [B1]</p>	<p>p87, Speaking exs 8,9; pps 88-89, Reading ex 1; p88, Understanding vocabulary ex 7; p91, Critical thinking ex 5; p91, Vocabulary in context ex 7; p92, Communicate ex 3; p93, Warm up; p97, Speaking ex 10; pps 98-99, Reading ex 1; p98, Understanding vocabulary ex 6; p100, TED talks ex 4; p101, Vocabulary in context ex 8; p102, Communicate ex 2; p105, Warm up; p106, Vocabulary ex 3; p107, Speaking exs 9,10; p109, Speaking ex 9; p110, Understanding vocabulary ex 6; p113, Critical thinking ex 5; p113, Presentation skills ex 10; p114, Communicate ex 1; p115, Warm up; p116, Vocabulary ex 4; p117, Speaking ex 11; p118, Grammar ex 1; pps 120-121, Reading ex 1; p120, Understanding vocabulary ex 7; p123, Creative thinking ex 4; p123, Vocabulary in context ex 6; p124, Communicate exs 1,2 ; p125, Warm up; p127, Speaking ex 10; p128, Grammar ex 1; p130, Understanding vocabulary ex 7; p133, Critical thinking ex 6</p>
<p><b>Goal-orientated co-operation:</b></p> <p>Can indicate when he/she is following and can be made to understand what is necessary, if the speaker takes the trouble.</p> <p>Can exchange relevant information and give his/her opinion on practical problems when asked directly, provided he/she receives some help with formulation and can ask for repetition of key points if necessary.</p> <p>Can communicate in simple and routine tasks using simple phrases to ask for and provide things, to get simple information and to discuss what to do next. [A2]</p>	<p>p60, Communicate ex 3; p70, Communicate ex 2;</p>
<p>Can explain why something is a problem, discuss what to do next, compare and contrast alternatives.</p> <p>Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations. [B1]</p>	<p>p92, Communicate exs 1,2; p97, Speaking ex 11; p114, Communicate ex 3</p>

<b>Information exchange:</b> Can ask and answer questions about habits and routines.  Can communicate in simple and routine tasks requiring a simple and direct exchange of information.  Can ask for and provide personal information.  [A2]	p13, Speaking ex 10; p23, Speaking ex 10; p28, Communicate exs 1,2; p62, Vocabulary ex 3;
Can summarise and give his or her opinion about a short story, article, talk, discussion interview, or documentary and answer further questions of detail.  Can find out and pass on straightforward factual information.  Can obtain more detailed information.  [B1]	p75, Listening ex 5; p85, Listening ex 5; p94, Vocabulary ex 3; p119, Speaking ex 9; p123, Presentation skills ex 9; p124, Communicate ex 3; p127, Listening ex 6; p134, Communicate exs 1,2
<b>Interviewing and being interviewed:</b> Can answer simple questions and respond to simple statements in an interview. [A2]	p45, Speaking ex 10; p50, Communicate ex 3

## Interaction Written

<b>Correspondence:</b> Can write very simple personal letters expressing thanks and apology. [A2]	p28, Writing ex 3
Can write personal letters giving news and expressing thoughts about abstract or cultural topics such as music, films.  [B1]	p114, Writing ex 4
<b>Notes, messages &amp; forms:</b> Can write short, simple notes and messages relating to matters in areas of immediate need. [A2]	p11, Speaking ex 10; p17, Presentation skills ex 9; p18, Communicate ex 2; p23, Speaking ex 10; p31, Listening ex 6; p40, Your turn! ex 5; p45, Speaking ex 10; p50, Communicate exs 1,2; p60, Communicate ex 2; p72, Your turn1 ex 4
Can write notes conveying simple information of immediate relevance to friends, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important. [B1]	p114, Communicate ex 2

## Production Spoken

<b>Overall spoken production:</b> Can give a simple description or presentation of people, living or working conditions, daily routines,	p23, Speaking ex 11; p45, Speaking ex 10
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likes/dislikes etc. as a short series of simple phrases and sentences linked into a list. [A2]	
<b>Sustained monologue: Describing experience:</b> Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his environment e.g. people, places, a job or study experience. Can give short, basic descriptions of events and activities. Can describe plans and arrangements, habits and routines, past activities and personal experiences. Can use simple descriptive language to make brief statements about and compare objects and possessions. Can explain what he/she likes or dislikes about something. Can describe his/her family, living conditions, educational background, present or most recent job. Can describe people, places and possessions in simple terms. [A2]	p13, Speaking ex 9; p20, Vocabulary ex 2; p21, Speaking ex 8; p29, Warm up; p30, Pronunciation ex 4; p31, Speaking ex 10; p40, Your turn ex 8; p41, Warm up; p43, Speaking ex 10; p52, Pronunciation exs 4,5; p53, Speaking ex 10; p55, Speaking exs 9,10; p58, TED talks ex 2; p60, Communicate exs 1,4; p61, Warm up; p63, Speaking ex 9; p65, Speaking ex 11; p69, Critical thinking ex 5; p70, Communicate ex 4; p72, Your turn ex 7;
Can give straightforward descriptions on a variety of familiar subjects within his field of interest.  Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.  Can give detailed accounts of experiences, describing feelings and reactions. [B1]	p85, Speaking ex 9; p95, Speaking ex 9; p117, Listening ex 7
<b>Sustained Monologue: Putting a case:</b> Can briefly give reasons and explanations for opinions, plans and actions. [B1]	p73, Warm up; p75, Speaking ex 8; p76, Grammar ex 1; p77, Speaking ex 11; p81, Critical thinking ex 6; p81, Presentation skills ex 10; p84, Vocabulary ex 3; p87, Speaking exs 8,9; p91, Critical thinking ex 5; p93, Warm up; p101, Critical thinking ex 6; p102, Communicate ex 3; p104, Your turn ex 7; p105, Warm up; p107, Speaking ex 10; p110, Understanding vocabulary ex 6; p113, Critical thinking ex 5; p114, Communicate exs 2,3; p120, Understanding vocabulary ex 7; p123, Creative thinking ex 4; p124, Communicate ex 3; p128, Grammar ex 1; p130, Understanding vocabulary ex 7; p136, Your turn ex 7
<b>Addressing audiences:</b> Can give a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions, plans and actions. Can give a short, rehearsed, basic presentation on a familiar subject. [A2]	p18, Communicate ex 3; p38, Communicate ex 3; p40, Your turn ex 7; p60, Communicate ex 4; p72, Your turn ex 6

Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision. [B1]	p82, Communicate ex 3; p101, Presentation skills ex 11; p102, Communicate ex 3; p104, Your turn ex 6; p136, Your turn ex 6
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## Production Written

<b>Overall written production:</b> Can write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”. [A2]	p18, Writing ex 5
Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence. [B1]	p82, Communicate ex 2; p82, Writing ex 4; p92, Writing ex 4; p102, Writing exs 4,5; p114, Communicate ex 3
<b>Creative writing:</b> Can write about everyday aspects of his environment e.g. people, places, a job or study experience in linked sentences. Can write very short, basic descriptions of events, past activities and personal experiences. Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job. Can write short, simple imaginary biographies and simple poems about people. [A2]	p38, Writing ex 4; p50, Writing ex 5; p60, Writing ex 5; p70, Writing ex 5;
Can write accounts of experiences, describing feelings and reactions in simple connected text. [B1]	p124, Writing ex 4

## Communication strategies

### Reception

<b>Identifying cues and inferring:</b> Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. [A2]	p10, Vocabulary ex 1; p11, Listening ex 5; p15, Understanding vocabulary ex 5; pps 16-17, TED talks ex 1; p17, Vocabulary in context ex 5; p18, Communicate ex 1; p24, Understanding vocabulary ex 5; p26, TED talks ex 1; p27, Vocabulary in context ex 7; p34, Understanding vocabulary ex 5; p36, TED talks ex 1; p37, Vocabulary in context ex 7; p39, Model presentation ex 1; p46, Understanding vocabulary ex 4; p48, TED talks ex 1; p49, Vocabulary in context ex 6; p56, Understanding vocabulary ex 5; p58, TED talks ex 1; p59, Vocabulary in context ex 8; p66, Understanding vocabulary ex 6; p68, TED talks ex 1; p69, Vocabulary in context ex 6
Can identify unfamiliar words from the	p73, Warm up; p100, TED talks ex 1; p101, Vocabulary in context ex 7; p105, Warm up; p106, Vocabulary ex 2; p110, Understanding vocabulary ex 5; p112,

<p>context on topics related to his/her field and interests.</p> <p>Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar. [B1]</p>	<p>TED talks exs 1,2; p113, Vocabulary in context ex6; p115, Warm up; p120, Understanding vocabulary ex 6; p122, TED talks exs 1,3; p123, Vocabulary in context ex 5; p125, Warm up; p126, Vocabulary ex 1; p130, Understanding vocabulary ex 6; p132, TED talks exs 1,5; p133, Vocabulary in context ex 7</p>
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## Interaction

<p><b>Asking for clarification:</b></p> <p>Can ask for clarification about key words or phrases not understood using stock phrases. [A2]</p>	<p>p28, Communicate ex 2</p>
<p><b>Planning:</b></p> <p>Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express. [B1]</p>	<p>p104, Your turn ex 4; p136, Your turn ex 4</p>

## Working with text

### Communicative language competence

#### Linguistic range

<p><b>Vocabulary range:</b></p> <p>Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. Has a sufficient vocabulary for the expression of basic communicative needs.</p> <p>Has a sufficient vocabulary for coping with simple survival needs. [A2]</p>	<p>p10, Vocabulary ex 1; p10, Pronunciation ex 3; p11, Speaking ex 9; p18, Writing ex 5; p20, Vocabulary ex 1; p21, Speaking ex 7; p28, Communicate exs 1,2; p30, Vocabulary ex 1; p30, Pronunciation exs 3,4; p31, Speaking exs 9,10; p33, Speaking exs 9,10; p40, Your turn ex 6; p42, Vocabulary exs 1,2,3; p43, Speaking ex 9; p50, Writing ex 5; p52, Vocabulary exs 1,2; p52, Pronunciation exs 4,5; p53, Speaking ex 9; p58, TED talks ex 5; p60, Writing ex 5; p62, Vocabulary ex 1; p63, Speaking ex 8; p72, Your turn ex 5</p>
<p>Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events. [B1]</p>	<p>p74, Vocabulary ex 1; p75, Speaking ex 7; p82, Writing ex 4; p84, Vocabulary exs 1,2; p85, Speaking ex 8; p92, Writing ex 4; p94, Vocabulary exs 1,2; p95, Speaking ex 8; p103, Model presentation ex 1; p104, Your turn ex 5; p106, Vocabulary ex 3; p116, Vocabulary exs 1,2,3; p117, Speaking ex 10; p120, Understanding a process ex 4; p126, Vocabulary ex 2; p127, Speaking ex 9; p133, Vocabulary in context ex 8; p135, Model presentation ex 1; p136, Your turn ex 5;</p>

## Linguistic control

<b>Grammatical accuracy:</b> Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. [A2]	p12, Grammar exs 3,4; p13, Language focus exs 6,8; p17, Presentation skills ex 9; p22, Grammar exs 3,4,5; p23, Language focus exs 6,7,9; p27, Vocabulary in context ex 7; p28, Writing ex 3; p32, Grammar exs 3,4,5,6; p33, Speaking ex 9; p44, Grammar exs 3,4; p45, Language focus exs 6,7,8,9; p54, Grammar exs 3,4,5,7,8; p64, Grammar exs 3,4,5; p65, Language focus exs 8,9,10; p65, Speaking ex 11
Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. [B1]	p76, Grammar exs 3,4; p77, Language focus exs 7,8; p77 Speaking ex 10; p82, Writing ex 4; p86, Grammar exs 3,4,6,7; p92, Writing ex 4; p96, Grammar exs 3,4; p97, Language focus exs 7,8,9; p97, Speaking ex 11; p108, Grammar exs 3,4,5,6,8; p109, Pronunciation ex 7b; p118, Grammar exs 3,4; p119, Language focus exs 6,7; p128, Grammar exs 2,4; p129, Language focus exs 5,6,7,8; p134, Communicate exs 1,2
<b>Vocabulary control:</b> Can control a narrow repertoire dealing with concrete everyday needs. [A2]	pps 71-72, Model presentation ex 1
<b>Phonological control:</b> Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. [A2]	p10, Pronunciation ex 2; p13, Language focus ex 7b; p21, Pronunciation ex 5; p23, Pronunciation ex 8b; p30, Pronunciation ex 2; p33, Pronunciation ex 7b; p43, Pronunciation ex 7; p44, Grammar ex 5; p52, Pronunciation ex 3; p55, Pronunciation ex 6; p64, Pronunciation ex 6; p69, Presentation skills ex 10
Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur. [B1]	p74, Pronunciation ex 2b; p77, Pronunciation ex 9b; p85, Pronunciation ex 6b; p86, Pronunciation ex 5b; p95, Pronunciation ex 6b; p96, Pronunciation ex 5; p107, Pronunciation exs 6a, 6b; p109, Pronunciation ex 7b; p117, Pronunciation exs 8a, 8b; p119, Pronunciation ex 8; p127, Pronunciation ex 7; p129, Pronunciation ex 6; p134, Writing ex 4

## Sociolinguistic

### Pragmatic

<b>Flexibility:</b> Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. Can expand learned phrases through simple recombinations of their elements. [A2]	p21, Speaking ex 7; p31, Speaking exs 9, 10; p40, Your turn! ex 6; p43, Speaking ex 9; p53, Speaking ex 9; p62, Vocabulary ex 2; p63, Speaking ex 8; p72, Your turn ex 6
Can exploit a wide range of simple language flexibly to express much of what he/she wants. [B1]	p75, Speaking ex 7; p85, Speaking ex 8; p92, Communicate ex 2; p95, Speaking ex 8; p107, Speaking ex 8; p117, Speaking ex 10; p127, Speaking ex 9
<b>Propositional precision:</b> Can express the main point he/she wants to make comprehensibly. [B1]	p101, Presentation skills ex 11

# Keynote Pre-intermediate CEFR mapping

## Framework level: A2-B1

### Unit 1 Conservation

#### Warm up (page 9)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. (A2)	
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	

### 1.1 Animals in danger

#### Vocabulary Types of animals (page 10)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. (A2)	1
IDENTIFYING CUES AND INFERRING (SPOKEN & WRITTEN)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2)	
VOCABULARY RANGE	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. (A2)	

#### Pronunciation (page 10)

COMPONENT	DESCRIPTOR	EXERCISE
PHONOLOGICAL CONTROL	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2)	2
VOCABULARY RANGE	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. (A2)	3
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	4

**Listening** Moving people to action (page 11)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING TO RADIO AUDIO AND RECORDINGS	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2)	5, 6
IDENTIFYING CUES AND INFERRING (SPOKEN & WRITTEN)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2)	5
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	7

**Speaking** Talking about endangered animals (page 11)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING TO RADIO AUDIO AND RECORDINGS	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2)	8
VOCABULARY RANGE	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	9
NOTES, MESSAGES & FORMS	Can write short, simple notes and messages relating to matters in areas of immediate need. (A2)	10
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	

**1.2 How we're helping****Grammar** Present simple and present continuous (page 12)

COMPONENT	DESCRIPTOR	EXERCISE
READING FOR INFORMATION AND ARGUMENT	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (A2)	1
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	
LISTENING TO RADIO AUDIO & RECORDINGS	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2)	2
GRAMMATICAL ACCURACY	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2)	3, 4



## Language Focus Describing events in the present (page 13)

COMPONENT	DESCRIPTOR	EXERCISE
GRAMMATICAL ACCURACY	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2)	6, 8
LISTENING TO RADIO AUDIO & RECORDINGS	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2)	7a
PHONOLOGICAL CONTROL	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2)	7b

## Speaking Protecting species (page 13)

COMPONENT	DESCRIPTOR	EXERCISE
SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	Can tell a story or describe something in a simple list of points. (A2)	9
READING FOR INFORMATION AND ARGUMENT	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (A2)	10
INFORMATION EXCHANGE	Can communicate in simple and routine tasks requiring a simple and direct exchange of information. (A2)	

## 1.3 Stop before it's too late

### Reading How the vulture became the victim (pages 14-15)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	1
READING FOR INFORMATION & ARGUMENT	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (A2)	

### Understanding gist (page 15)

COMPONENT	DESCRIPTOR	EXERCISE
READING FOR INFORMATION & ARGUMENT	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (A2)	2

### Understanding main ideas (page 15)

COMPONENT	DESCRIPTOR	EXERCISE
READING FOR INFORMATION & ARGUMENT	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (A2)	3

### Understanding cause and effect (page 15)

COMPONENT	DESCRIPTOR	EXERCISE
READING FOR INFORMATION & ARGUMENT	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (A2)	4

### Understanding vocabulary (page 15)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES AND INFERRING (SPOKEN & WRITTEN)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2)	5
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	6

### 1.4 Why I love vultures

#### TED Talks (pages 16-17)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES AND INFERRING (SPOKEN & WRITTEN)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2)	1
WATCHING TV AND FILM	Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary.  Can follow the changes of topic of factual TV news items, and form an idea of the main content. (A2)	2, 3

### Critical thinking (page 17)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	4

### Vocabulary in context (page 17)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES AND INFERRING (SPOKEN & WRITTEN)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2)	5
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	6

## Presentation skills Signposting with questions (page 17)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING TO RADIO AUDIO & RECORDINGS	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2)	7
WATCHING TV AND FILM	Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary.  Can follow the changes of topic of factual TV news items, and form an idea of the main content. (A2)	8
NOTES, MESSAGES & FORMS	Can write short, simple notes and messages relating to matters in areas of immediate need. (A2)	9
GRAMMATICAL ACCURACY	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2)	

## 1.5 Which to save? (page 18)

### Communicate A group decision

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES AND INFERRING (SPOKEN & WRITTEN)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2)	1
READING FOR INFORMATION AND ARGUMENT	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (A2)	2
NOTES, MESSAGES & FORMS	Can write short, simple notes and messages relating to matters in areas of immediate need. (A2)	
ADDRESSING AUDIENCES	Can give a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions, plans and actions. (A2)	3
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	4

## Writing An endangered species (page 18)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL WRITTEN PRODUCTION	Can write a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because". (A2)	5
VOCABULARY RANGE	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	

## Unit 2 Family connections

### Warm up (page 19)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. (A2)	
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	

### 2.1 Family ties

#### Vocabulary Extended family (page 20)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	1
SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	Can describe his/her family, living conditions, educational background, present or most recent job. (A2)	2

#### Listening My family history (page 21)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING TO RADIO AUDIO AND RECORDINGS	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2)	3, 4

#### Pronunciation (page 21)

COMPONENT	DESCRIPTOR	EXERCISE
PHONOLOGICAL CONTROL	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2)	5

#### Speaking Talking about family (page 21)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING TO RADIO AUDIO AND RECORDINGS	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2)	6
VOCABULARY RANGE	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	7
FLEXIBILITY	Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. Can expand learned phrases through simple recombinations of their elements. (A2)	
SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	Can describe his/her family, living conditions, educational background, present or most recent job. (A2)	8

## 2.2 Generations

### Grammar Future plans (page 22)

COMPONENT	DESCRIPTOR	EXERCISE
READING FOR INFORMATION AND ARGUMENT	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (A2)	1
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	
LISTENING TO RADIO AUDIO & RECORDINGS	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2)	2, 4, 5
GRAMMATICAL ACCURACY	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2)	3, 4, 5

### Language Focus Talking about future plans and arrangements (page 23)

COMPONENT	DESCRIPTOR	EXERCISE
GRAMMATICAL ACCURACY	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2)	6, 7, 9

### Pronunciation (page 23)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING TO RADIO AUDIO & RECORDINGS	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2)	8a
PHONOLOGICAL CONTROL	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2)	8b

### Speaking My family (page 23)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMATION EXCHANGE	Can ask for and provide personal information. (A2)	10
NOTES, MESSAGES & FORMS	Can write short, simple notes and messages relating to matters in areas of immediate need. (A2)	
OVERALL SPOKEN PRODUCTION	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes etc. as a short series of simple phrases and sentences linked into a list. (A2)	11

## 2.3 One big happy family

### Reading A passion for genealogy (pages 24-25)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	1
READING FOR INFORMATION & ARGUMENT	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (A2)	

### Understanding purpose (page 24)

COMPONENT	DESCRIPTOR	EXERCISE
READING FOR INFORMATION & ARGUMENT	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (A2)	2

### Understanding main ideas (page 24)

COMPONENT	DESCRIPTOR	EXERCISE
READING FOR INFORMATION & ARGUMENT	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (A2)	3

### Understanding details (page 24)

COMPONENT	DESCRIPTOR	EXERCISE
READING FOR INFORMATION & ARGUMENT	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (A2)	4

### Understanding vocabulary (page 24)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES AND INFERRING (SPOKEN & WRITTEN)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2)	5
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	6

## 2.4 The world's largest family reunion

### TED Talks (page 26)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES AND INFERRING (SPOKEN & WRITTEN)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive	1



	the probable meaning of unknown words from the context. (A2)	
WATCHING TV AND FILM	Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary.  Can follow the changes of topic of factual TV news items, and form an idea of the main content. (A2)	2, 3, 4

### Critical thinking (page 27)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. (A2)	5

### Vocabulary in context (page 27)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES AND INFERRING (SPOKEN & WRITTEN)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2)	6
GRAMMATICAL ACCURACY	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2)	7

### Presentation skills Personalizing a presentation (page 27)

COMPONENT	DESCRIPTOR	EXERCISE
WATCHING TV AND FILM	Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary.  Can follow the changes of topic of factual TV news items, and form an idea of the main content. (A2)	8., 9
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	10

## 2.5 Who's that?

### Communicate Making a family tree (page 28)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMATION EXCHANGE	Can communicate in simple and routine tasks requiring a simple and direct exchange of information. (A2)	1, 2
VOCABULARY RANGE	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	
ASKING FOR CLARIFICATION	Can ask very simply for repetition when he/she does not understand. (A2)	2

## Writing Inviting people to a family reunion (page 28)

COMPONENT	DESCRIPTOR	EXERCISE
CORRESPONDENCE	Can write very simple personal letters expressing thanks and apology. (A2)	3
GRAMMATICAL ACCURACY	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2)	

## Unit 3 Global stories

### Warm up (page 29)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. (A2)	
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	
SUSTAINED MONOLOGUE: Describing experience	Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2)	

### 3.1 It's a great story

#### Vocabulary Describing stories (page 30)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	1

#### Pronunciation (page 30)

COMPONENT	DESCRIPTOR	EXERCISE
PHONOLOGICAL CONTROL	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2)	2
VOCABULARY RANGE	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	3, 4
SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	Can tell a story or describe something in a simple list of points. (A2)	4

#### Listening Interview with an author (page 31)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING TO RADIO AUDIO AND RECORDINGS	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2)	5, 6
NOTES, MESSAGES & FORMS	Can write short, simple notes and messages relating to matters in areas of immediate need. (A2)	6

OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	7
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### Speaking Talking about books (page 31)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING TO RADIO AUDIO AND RECORDINGS	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2)	8
VOCABULARY RANGE	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	9, 10
FLEXIBILITY	Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. Can expand learned phrases through simple recombinations of their elements. (A2)	
SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	Can tell a story or describe something in a simple list of points. (A2)	10

## 3.2 What's it about?

### Grammar Defining relative clauses (page 32)

COMPONENT	DESCRIPTOR	EXERCISE
READING FOR INFORMATION AND ARGUMENT	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (A2)	1
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	2
LISTENING TO RADIO AUDIO & RECORDINGS	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2)	5
GRAMMATICAL ACCURACY	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2)	3, 4, 5, 6

### Pronunciation (page 33)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING TO RADIO AUDIO & RECORDINGS	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2)	7a
PHONOLOGICAL CONTROL	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2)	7b
CONVERSATION	Can say what he/she likes and dislikes. (A2)	8

## Speaking Can you guess? (page 33)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	9, 10
GRAMMATICAL ACCURACY	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2)	

## 3.3 A world in books

### Reading Top picks

(pages 34-35)

COMPONENT	DESCRIPTOR	EXERCISE
READING FOR INFORMATION & ARGUMENT	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (A2)	1

### Understanding details (page 34)

COMPONENT	DESCRIPTOR	EXERCISE
READING FOR INFORMATION & ARGUMENT	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (A2)	2, 3

### Making inferences (page 34)

COMPONENT	DESCRIPTOR	EXERCISE
READING FOR INFORMATION & ARGUMENT	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (A2)	4

### Understanding vocabulary (page 34)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES AND INFERRING (SPOKEN & WRITTEN)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2)	5
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	6

### 3.4 My year reading a book from every country

#### TED Talks (page 36)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES AND INFERRING (SPOKEN & WRITTEN)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2)	1
WATCHING TV AND FILM	Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary.  Can follow the changes of topic of factual TV news items, and form an idea of the main content. (A2)	2, 3, 4, 5
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	4

#### Critical thinking (page 37)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	6

#### Vocabulary in context (page 37)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES AND INFERRING (SPOKEN & WRITTEN)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2)	7
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	8

#### Presentation skills Closing a presentation (page 37)

COMPONENT	DESCRIPTOR	EXERCISE
WATCHING TV AND FILM	Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary.  Can follow the changes of topic of factual TV news items, and form an idea of the main content. (A2)	9, 10
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	11

### 3.5 A good read

## Communicate A book recommendation (page 38)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	1, 2
SOCIOLINGUISTIC APPROPRIATENESS	Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. (A2)	2
ADDRESSING AUDIENCES	Can give a short, rehearsed, basic presentation on a familiar subject. (A2)	3

## Writing Writing a book review (page 38)

COMPONENT	DESCRIPTOR	EXERCISE
CREATIVE WRITING	Can write very short, basic descriptions of events, past activities and personal experiences. (A2)	4
SOCIOLINGUISTIC APPROPRIATENESS	Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. (A2)	5

## Presentation 1 Units 1-3

### Model presentation (page 39)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES AND INFERRING (SPOKEN & WRITTEN)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2)	1
LISTENING TO RADIO AUDIO AND RECORDINGS	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2)	2
WATCHING TV AND FILM	Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary.  Can follow the changes of topic of factual TV news items, and form an idea of the main content. (A2)	2, 3, 4
OVERALL READING COMPREHENSION	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. (A2)	4

## Your turn! (page 40)

COMPONENT	DESCRIPTOR	EXERCISE
NOTES, MESSAGES & FORMS	Can write short, simple notes and messages relating to matters in areas of immediate need. (A2)	5
VOCABULARY RANGE	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	6



FLEXIBILITY	Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. (A2)	
ADDRESSING AUDIENCES	Can give a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions, plans and actions. (A2)	7
SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	Can explain what he/she likes or dislikes about something. (A2)	8

## Unit 4 Music

### Warm up (page 41)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. (A2)	
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	
SUSTAINED MONOLOGUE: Describing experience	Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2)	

### 4.1 Feel the music

#### Vocabulary Music (page 42)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	1, 2, 3
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	3

#### Listening A traditional singer (page 43)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING TO RADIO AUDIO AND RECORDINGS	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2)	4, 5, 6

#### Pronunciation (page 43)

COMPONENT	DESCRIPTOR	EXERCISE
PHONOLOGICAL CONTROL	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2)	7

## Speaking Talking about music (page 43)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING TO RADIO AUDIO AND RECORDINGS	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2)	8
VOCABULARY RANGE	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	9
FLEXIBILITY	Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. Can expand learned phrases through simple recombinations of their elements. (A2)	
SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	Can explain what he/she likes or dislikes about something. (A2)	10

## 4.2 Getting into a good rhythm

### Grammar Countable and uncountable nouns (page 44)

COMPONENT	DESCRIPTOR	EXERCISE
READING FOR INFORMATION AND ARGUMENT	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (A2)	1
LISTENING TO RADIO AUDIO & RECORDINGS	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2)	2
GRAMMATICAL ACCURACY	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2)	3, 4
PHONOLOGICAL CONTROL	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2)	5

### Language focus Talking about quantity (page 45)

COMPONENT	DESCRIPTOR	EXERCISE
GRAMMATICAL ACCURACY	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2)	6, 7, 8, 9

### Speaking Discussing musical preferences (page 45)

COMPONENT	DESCRIPTOR	EXERCISE
INTERVIEWING AND BEING INTERVIEWED	Can answer simple questions and respond to simple statements in an interview. (A2)	10
NOTES, MESSAGES & FORMS	Can write short, simple notes and messages relating to matters in areas of immediate need. (A2)	
OVERALL SPOKEN PRODUCTION	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes etc.	

	as a short series of simple phrases and sentences linked into a list. (A2)	
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### 4.3 It's our song

#### Reading Music and the brain (pages 46-47)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	1

#### Understanding gist (page 46)

COMPONENT	DESCRIPTOR	EXERCISE
READING FOR INFORMATION & ARGUMENT	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (A2)	2

#### Understanding details (page 46)

COMPONENT	DESCRIPTOR	EXERCISE
READING FOR INFORMATION & ARGUMENT	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (A2)	3

#### Understanding vocabulary (page 46)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES AND INFERRING (SPOKEN & WRITTEN)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2)	4
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	5

### 4.4 Why I take the piano on the road ... and in the air

#### TED Talks (page 48)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES AND INFERRING (SPOKEN & WRITTEN)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2)	1
WATCHING TV AND FILM	Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary.  Can follow the changes of topic of factual TV news items, and form an idea of the main content. (A2)	2, 3, 4

### Creative thinking (page 49)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	5

### Vocabulary in context (page 49)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES AND INFERRING (SPOKEN & WRITTEN)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2)	6
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	7

### Presentation skills Providing background information (page 49)

COMPONENT	DESCRIPTOR	EXERCISE
WATCHING TV AND FILM	Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary.  Can follow the changes of topic of factual TV news items, and form an idea of the main content. (A2)	8, 9
SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	Can describe his/her family, living conditions, educational background, present or most recent job. (A2)	10

## 4.5 Musical choices

### Communicate Desert island discs (page 50)

COMPONENT	DESCRIPTOR	EXERCISE
NOTES, MESSAGES & FORMS	Can write short, simple notes and messages relating to matters in areas of immediate need. (A2)	1, 2
INTERVIEWING AND BEING INTERVIEWED	Can answer simple questions and respond to simple statements in an interview. (A2)	3
SOCIOLINGUISTIC APPROPRIATENESS	Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. (A2)	4

### Writing Describing a favourite song (page 50)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	5
CREATIVE WRITING	Can write very short, basic descriptions of events, past activities and personal experiences. (A2)	

## Unit 5 Good design

### Warm up (page 51)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. (A2)	
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	

### 5.1 Does it go?

#### Vocabulary Design elements (page 52)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	1, 2

#### Pronunciation (page 52)

COMPONENT	DESCRIPTOR	EXERCISE
PHONOLOGICAL CONTROL	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2)	3
VOCABULARY RANGE	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	4, 5
SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	Can explain what he/she likes or dislikes about something. (A2)	

#### Listening A designer's advice (page 53)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING TO RADIO AUDIO AND RECORDINGS	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2)	5, 6
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	7

#### Speaking Talking about design (page 53)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING TO RADIO AUDIO AND RECORDINGS	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2)	8
VOCABULARY RANGE	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	9
FLEXIBILITY	Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution.	

	Can expand learned phrases through simple recombinations of their elements. (A2)	
SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	Can explain what he/she likes or dislikes about something. (A2)	10

## 5.2 Signs of the times

### Grammar Prepositions and adverbs of place (page 54)

COMPONENT	DESCRIPTOR	EXERCISE
READING FOR INFORMATION AND ARGUMENT	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (A2)	1
LISTENING TO RADIO AUDIO & RECORDINGS	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2)	2
GRAMMATICAL ACCURACY	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2)	3, 4, 5, 7, 8

### Pronunciation (page 55)

COMPONENT	DESCRIPTOR	EXERCISE
PHONOLOGICAL CONTROL	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2)	6

### Speaking Describing a coat of arms (page 55)

COMPONENT	DESCRIPTOR	EXERCISE
SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	Can use simple descriptive language to make brief statements about and compare objects and possessions. (A2)	9, 10

## 5.3 Symbol of a city

### Reading Chicago's much-loved flag (page 56)

COMPONENT	DESCRIPTOR	EXERCISE
READING FOR INFORMATION AND ARGUMENT	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (A2)	1

### Understanding main ideas (page 56)

COMPONENT	DESCRIPTOR	EXERCISE
READING FOR INFORMATION AND ARGUMENT	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (A2)	2



### Understanding supporting quotes (page 56)

COMPONENT	DESCRIPTOR	EXERCISE
READING FOR INFORMATION AND ARGUMENT	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (A2)	3

### Understanding details (page 56)

COMPONENT	DESCRIPTOR	EXERCISE
READING FOR INFORMATION AND ARGUMENT	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (A2)	4

### Understanding vocabulary (page 56)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES AND INFERRING (SPOKEN & WRITTEN)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2)	5
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	6

## 5.4 The worst-designed thing you've never noticed

### TED Talks (page 58)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES AND INFERRING (SPOKEN & WRITTEN)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2)	1
SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	Can explain what he/she likes or dislikes about something. (A2)	2
WATCHING TV AND FILM	Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary.  Can follow the changes of topic of factual TV news items, and form an idea of the main content. (A2)	3, 4, 5, 6
VOCABULARY RANGE	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	5

### Critical thinking (page 59)

COMPONENT	DESCRIPTOR	EXERCISE
READING INSTRUCTIONS	Can understand simple instructions on equipment encountered in everyday life. (A2)	7

## Vocabulary in context (page 59)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES AND INFERRING (SPOKEN & WRITTEN)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2)	8
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	9

## Presentation skills Numbering key points (page 59)

COMPONENT	DESCRIPTOR	EXERCISE
WATCHING TV AND FILM	Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary.  Can follow the changes of topic of factual TV news items, and form an idea of the main content. (A2)	10, 11
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	12

## 5.5 Keeping it simple

### Communicate Designing a new city flag (page 60)

COMPONENT	DESCRIPTOR	EXERCISE
SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	Can explain what he/she likes or dislikes about something. (A2)	1
NOTES, MESSAGES & FORMS	Can write short, simple notes and messages relating to matters in areas of immediate need. (A2)	2
GOAL-ORIENTED CO-OPERATION	Can communicate in simple and routine tasks using simple phrases to ask for and provide things, to get simple information and to discuss what to do next. (A2)	3
ADDRESSING AUDIENCES	Can give a short, rehearsed presentation on a topic pertinent to his everyday life, briefly give reasons and explanations for opinions, plans and actions. (A2)	4
SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	Can use simple descriptive language to make brief statements about and compare objects and possessions. (A2)	

### Writing Designing your country's flag (page 60)

COMPONENT	DESCRIPTOR	EXERCISE
CREATIVE WRITING	Can write about everyday aspects of his environment e.g. people, places, a job or study experience in linked sentences. (A2)	5
VOCABULARY RANGE	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	

## Unit 6 Inspiring people

### Warm up (page 61)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. (A2)	
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	
SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2)	

### 6.1 They changed my life

#### Vocabulary Sources of inspiration (page 62)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	1
FLEXIBILITY	Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. Can expand learned phrases through simple recombinations of their elements. (A2)	2
INFORMATION EXCHANGE	Can ask for and provide personal information. (A2)	3

#### Listening My inspiration (page 63)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING TO RADIO AUDIO AND RECORDINGS	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2)	4, 5

#### Pronunciation (page 63)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING TO RADIO AUDIO AND RECORDINGS	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2)	6

#### Speaking Talking about an inspirational person (page 63)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING TO RADIO AUDIO AND RECORDINGS	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2)	7
VOCABULARY RANGE	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	8
FLEXIBILITY	Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution.	

	Can expand learned phrases through simple recombinations of their elements. (A2)	
SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	Can describe people, places and possessions in simple terms. (A2)	9

## 6.2 Inspiring words

### Grammar Reported speech (page 64)

COMPONENT	DESCRIPTOR	EXERCISE
READING FOR INFORMATION AND ARGUMENT	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (A2)	1
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	
LISTENING TO RADIO AUDIO & RECORDINGS	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2)	2
GRAMMATICAL ACCURACY	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2)	3, 4, 5

### Pronunciation (page 64)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING TO RADIO AUDIO & RECORDINGS	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2)	6
PHONOLOGICAL CONTROL	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2)	

### Language focus Reporting what people say (page 65)

COMPONENT	DESCRIPTOR	EXERCISE
GRAMMATICAL ACCURACY	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2)	8, 9, 10

### Speaking Getting advice (page 65)

COMPONENT	DESCRIPTOR	EXERCISE
GRAMMATICAL ACCURACY	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2)	11

SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2)	
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### 6.3 Inspiring lives

#### Reading Drawing your own success (pages 66-67)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	1
READING FOR INFORMATION AND ARGUMENT	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (A2)	2

#### Understanding main ideas (page 66)

COMPONENT	DESCRIPTOR	EXERCISE
READING FOR INFORMATION AND ARGUMENT	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (A2)	3

#### Understanding sequence (page 66)

COMPONENT	DESCRIPTOR	EXERCISE
READING FOR INFORMATION AND ARGUMENT	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (A2)	4

#### Understanding details (page 66)

COMPONENT	DESCRIPTOR	EXERCISE
READING FOR INFORMATION AND ARGUMENT	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (A2)	5

#### Understanding vocabulary (page 66)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES AND INFERRING (SPOKEN & WRITTEN)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2)	6
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	7

## 6.4 How a boy became an artist

### TED Talks (page 68)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES AND INFERRING (SPOKEN & WRITTEN)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2)	1
WATCHING TV AND FILM	Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary.  Can follow the changes of topic of factual TV news items, and form an idea of the main content. (A2)	2, 3, 4
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	4

### Critical thinking (page 69)

COMPONENT	DESCRIPTOR	EXERCISE
SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2)	5

### Vocabulary in context (page 69)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES AND INFERRING (SPOKEN & WRITTEN)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2)	6
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	7

### Presentation skills Using your voice effectively (page 69)

COMPONENT	DESCRIPTOR	EXERCISE
WATCHING TV AND FILM	Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary.  Can follow the changes of topic of factual TV news items, and form an idea of the main content. (A2)	8, 9
PHONOLOGICAL CONTROL	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2)	10

## 6.5 A world of inspiration

### Communicate A dinner party (page 70)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	2
GOAL-ORIENTED CO-OPERATION	Can communicate in simple and routine tasks using simple phrases to ask for and provide things, to get simple information and to discuss what to do next. (A2)	3
SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2)	4

### Writing Describing an inspiring person (page 70)

COMPONENT	DESCRIPTOR	EXERCISE
CREATIVE WRITING	Can write about everyday aspects of his environment e.g. people, places, a job or study experience in linked sentences. (A2)	5

### Presentation 2 Units 4-6 (pages 71-72)

#### Model presentation

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY CONTROL	Can control a narrow repertoire dealing with concrete everyday needs. (A2)	1
LISTENING TO RADIO AUDIO AND RECORDINGS	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2)	2
WATCHING TV AND FILM	Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary.  Can follow the changes of topic of factual TV news items, and form an idea of the main content. (A2)	3
OVERALL READING COMPREHENSION	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. (A2)	

### Your turn! (page 72)

COMPONENT	DESCRIPTOR	EXERCISE
NOTES, MESSAGES & FORMS	Can write short, simple notes and messages relating to matters in areas of immediate need. (A2)	4
VOCABULARY RANGE	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	5
FLEXIBILITY	Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. (A2)	6



ADDRESSING AUDIENCES	Can give a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions, plans and actions. (A2)	
SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	Can explain what he/she likes or dislikes about something. (A2)	7

## Unit 7 Ethical choices

### Warm up (page 73)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (B1)	
IDENTIFYING CUES AND INFERRING (SPOKEN & WRITTEN)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar. (B1)	
INFORMAL DISCUSSION (WITH FRIENDS)	Can give or seek personal views and opinions in discussing topics of interest. Can give brief comments on the views of others. (B1)	
SUSTAINED MONOLOGUE: PUTTING A CASE	Can briefly give reasons and explanations for opinions, plans and actions. (B1)	

## 7.1 It's better for the environment

### Vocabulary Ethical food choices (page 74)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events. (B1)	1

### Pronunciation (page 74)

COMPONENT	DESCRIPTOR	EXERCISE
UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect. (B1)	2a
PHONOLOGICAL CONTROL	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur. (B1)	2b

### Listening Sustainable chef (page 75)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING TO RADIO AUDIO & RECORDINGS	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. (B1)	3, 4

INFORMATION EXCHANGE	Can summarise and give his or her opinion about a short story, article, talk, discussion interview, or documentary and answer further questions of detail. (B1)	5
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### Speaking Talking about ethical choices (page 75)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING TO RADIO AUDIO & RECORDINGS	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. (B1)	6
VOCABULARY RANGE	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events. (B1)	7
FLEXIBILITY	Can exploit a wide range of simple language flexibly to express much of what he/she wants. (B1)	
INFORMAL DISCUSSION (WITH FRIENDS)	Can give or seek personal views and opinions in discussing topics of interest. Can give brief comments on the views of others. (B1)	8
SUSTAINED MONOLOGUE: PUTTING A CASE	Can briefly give reasons and explanations for opinions, plans and actions. (B1)	

## 7.2 What does the future hold?

### Grammar Will for predictions (page 76)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (B1)	1
INFORMAL DISCUSSION (WITH FRIENDS)	Can give or seek personal views and opinions in discussing topics of interest. (B1)	
SUSTAINED MONOLOGUE: PUTTING A CASE	Can briefly give reasons and explanations for opinions, plans and actions. (B1)	
LISTENING TO RADIO AUDIO & RECORDINGS	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. (B1)	2
GRAMMATICAL ACCURACY	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. (B1)	3, 4

### Language focus Discussing the future (page 77)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (B1)	6
GRAMMATICAL ACCURACY	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue	7, 8

	influence. Errors occur, but it is clear what he/she is trying to express. (B1)	
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### Pronunciation (page 77)

COMPONENT	DESCRIPTOR	EXERCISE
UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect. (B1)	9a
PHONOLOGICAL CONTROL	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur. (B1)	9b

### Speaking Predicting future habits (page 77)

COMPONENT	DESCRIPTOR	EXERCISE
GRAMMATICAL ACCURACY	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. (B1)	10
INFORMAL DISCUSSION (WITH FRIENDS)	Can give or seek personal views and opinions in discussing topics of interest. (B1)	11
SUSTAINED MONOLOGUE: PUTTING A CASE	Can briefly give reasons and explanations for opinions, plans and actions. (B1)	

## 7.3 A kinder way

### Reading Leather from a lab (pages 78-79)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can give or seek personal views and opinions in discussing topics of interest. (B1)	1
READING FOR INFORMATION & ARGUMENT	Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail. (B1)	2

### Understanding details (page 78)

COMPONENT	DESCRIPTOR	EXERCISE
READING FOR INFORMATION & ARGUMENT	Can recognize significant points in straightforward newspaper articles on familiar subjects. (B1)	3

### Understanding process (page 78)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (B1)	4

## Understanding vocabulary (page 78)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES & INFERRING (Spoken & Written)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar. (B1)	5
INFORMAL DISCUSSION (WITH FRIENDS)	Can give or seek personal views and opinions in discussing topics of interest. (B1)	6

## 7.4 Leather and meat without killing animals

### TED talks (page 80)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES & INFERRING (Spoken & Written)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar. (B1)	1
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (B1)	2
WATCHING TV AND FILM	Can understand a large part of many TV programs on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear. (B1)	3, 4, 5

### Critical thinking (page 81)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can give or seek personal views and opinions in discussing topics of interest. (B1)	6
SUSTAINED MONOLOGUE: PUTTING A CASE	Can briefly give reasons and explanations for opinions, plans and actions. (B1)	

### Vocabulary in context (page 81)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES & INFERRING (Spoken & Written)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar. (B1)	7
INFORMAL DISCUSSION (WITH FRIENDS)	Can give or seek personal views and opinions in discussing topics of interest. (B1)	8

### Presentation skills Creating effective slides (page 81)

COMPONENT	DESCRIPTOR	EXERCISE
WATCHING TV AND FILM	Can understand a large part of many TV programs on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear. (B1)	9, 10
INFORMAL DISCUSSION (WITH FRIENDS)	Can give or seek personal views and opinions in discussing topics of interest. (B1)	10

SUSTAINED MONOLOGUE: PUTTING A CASE	Can briefly give reasons and explanations for opinions, plans and actions. (B1)	
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## 7.5 Looking ahead

### Communicate Arguing for and against (page 82)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can express his/her thoughts about abstract or cultural topics such as music, films. Can give brief comments on the views of others. Can give or seek personal views and opinions in discussing topics of interest. (B1)	1
OVERALL WRITTEN PRODUCTION	Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence. (B1)	2
ADDRESSING AUDIENCES	Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision. (B1)	3
NOTE-TAKING (LECTURES, SEMINARS, ETC.)	Can take notes as a list of key points during a straightforward lecture, provided the topic is familiar, and the talk is both formulated in simple language and delivered in clearly articulated standard speech. (B1)	

### Writing Predicting the future of food (page 82)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL WRITTEN PRODUCTION	Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence. (B1)	4
GRAMMATICAL ACCURACY	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. (B1)	
VOCABULARY RANGE	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events. (B1)	

## Unit 8 Better cities

### Warm up (page 83)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (B1)	

INFORMAL DISCUSSION (WITH FRIENDS)	Can give or seek personal views and opinions in discussing topics of interest. Can give brief comments on the views of others. (B1)	
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## 8.1 What makes a great city?

### Vocabulary Features of a city (page 84)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events. (B1)	1, 2
INFORMAL DISCUSSION (WITH FRIENDS)	Can give or seek personal views and opinions in discussing topics of interest. (B1)	3
SUSTAINED MONOLOGUE: PUTTING A CASE	Can briefly give reasons and explanations for opinions, plans and actions. (B1)	

### Listening Living abroad (page 85)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING TO RADIO AUDIO & RECORDINGS	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. (B1)	4, 5
INFORMATION EXCHANGE	Can summarise and give his or her opinion about a short story, article, talk, discussion interview, or documentary and answer further questions of detail. (B1)	5

### Pronunciation (page 85)

COMPONENT	DESCRIPTOR	EXERCISE
UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect. (B1)	6a
PHONOLOGICAL CONTROL	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur. (B1)	6b

### Speaking Talking about where you live (page 85)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING TO RADIO AUDIO & RECORDINGS	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. (B1)	7
VOCABULARY RANGE	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events. (B1)	8
FLEXIBILITY	Can exploit a wide range of simple language flexibly to express much of what he/she wants. (B1)	

INFORMAL DISCUSSION (WITH FRIENDS)	Can give or seek personal views and opinions in discussing topics of interest. Can give brief comments on the views of others. (B1)	9
SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	Can describe dreams, hopes and ambitions. (B1)	

## 8.2 Happy cities

### Grammar Phrasal verbs (page 86)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (B1)	1
LISTENING TO RADIO AUDIO & RECORDINGS	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. (B1)	2
GRAMMATICAL ACCURACY	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. (B1)	3, 4, 6, 7

### Pronunciation (page 86)

COMPONENT	DESCRIPTOR	EXERCISE
UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect. (B1)	5a
PHONOLOGICAL CONTROL	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur. (B1)	5b

### Speaking Talking about places to go (page 87)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can give or seek personal views and opinions in discussing topics of interest. Can give brief comments on the views of others. (B1)	8, 9
SUSTAINED MONOLOGUE: PUTTING A CASE	Can briefly give reasons and explanations for opinions, plans and actions. (B1)	

## 8.3 Connecting citizens

### Reading Having a say about your city (pages 88-89)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can give or seek personal views and opinions in discussing topics of interest. (B1)	1
READING FOR INFORMATION & ARGUMENT	Can identify the main conclusions in clearly signalled argumentative texts. (B1)	2



### Understanding purpose (page 88)

COMPONENT	DESCRIPTOR	EXERCISE
READING FOR INFORMATION & ARGUMENT	Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail. (B1)	3

### Understanding main ideas (page 88)

COMPONENT	DESCRIPTOR	EXERCISE
READING FOR INFORMATION & ARGUMENT	Can recognize significant points in straightforward newspaper articles on familiar subjects. (B1)	4

### Understanding details (page 88)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (B1)	5

### Understanding vocabulary (page 88)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES & INFERRING (Spoken & Written)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar. (B1)	6
INFORMAL DISCUSSION (WITH FRIENDS)	Can give or seek personal views and opinions in discussing topics of interest. (B1)	7

## 8.4 It's our city. Let's fix it

### TED Talks (page 90)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES & INFERRING (Spoken & Written)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar. (B1)	1
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (B1)	
WATCHING TV AND FILM	Can understand a large part of many TV programs on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear. (B1)	2, 3, 4

### Critical thinking (page 91)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can give or seek personal views and opinions in discussing topics of interest. (B1)	5
SUSTAINED MONOLOGUE: PUTTING A CASE	Can briefly give reasons and explanations for opinions, plans and actions. (B1)	

## Vocabulary in context (page 91)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES & INFERRING (Spoken & Written)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar. (B1)	6
INFORMAL DISCUSSION (WITH FRIENDS)	Can give or seek personal views and opinions in discussing topics of interest. (B1)	7

## Presentation skills Using anecdotes (page 91)

COMPONENT	DESCRIPTOR	EXERCISE
WATCHING TV AND FILM	Can understand a large part of many TV programs on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear. (B1)	8, 9
SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	Can give detailed accounts of experiences, describing feelings and reactions. (B1)	10

## 8.5 Creative solutions

### Communicate Let's fix this!

COMPONENT	DESCRIPTOR	EXERCISE
GOAL-ORIENTED CO-OPERATION	Can explain why something is a problem, discuss what to do next, compare and contrast alternatives. Can give brief comments on the views of others. Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations. Can invite others to give their views on how to proceed. (B1)	1, 2
FLEXIBILITY	Can exploit a wide range of simple language flexibly to express much of what he/she wants. (B1)	2
INFORMAL DISCUSSION (WITH FRIENDS)	Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc. (B1)	3

## Writing Describing a change for the better (page 92)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL WRITTEN PRODUCTION	Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence. (B1)	4
GRAMMATICAL ACCURACY	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. (B1)	
VOCABULARY RANGE	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events. (B1)	

## Unit 9 Giving

### Warm up (page 93)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (B1)	
INFORMAL DISCUSSION (WITH FRIENDS)	Can give or seek personal views and opinions in discussing topics of interest. Can give brief comments on the views of others. (B1)	
SUSTAINED MONOLOGUE: PUTTING A CASE	Can briefly give reasons and explanations for opinions, plans and actions. (B1)	

### 9.1 It's for a good cause

#### Vocabulary Fundraising (page 94)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events. (B1)	1, 2
INFORMATION EXCHANGE	Can find out and pass on straightforward factual information. (B1)	3

#### Listening My fundraising adventure (page 95)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING TO RADIO AUDIO & RECORDINGS	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. (B1)	4
LISTENING TO RADIO AUDIO & RECORDINGS	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. (B1)	5

#### Pronunciation (page 95)

COMPONENT	DESCRIPTOR	EXERCISE
UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect. (B1)	6a
PHONOLOGICAL CONTROL	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur. (B1)	6b

## Speaking Talking about good causes (page 95)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING TO RADIO AUDIO & RECORDINGS	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. (B1)	7
VOCABULARY RANGE	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events. (B1)	8
FLEXIBILITY	Can exploit a wide range of simple language flexibly to express much of what he/she wants. (B1)	
SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	Can give detailed accounts of experiences, describing feelings and reactions. (B1)	9

## 9.2 I'll help!

### Grammar Will for offers and first conditionals (page 96)

COMPONENT	DESCRIPTOR	EXERCISE
READING FOR ORIENTATION	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents. (B1)	1
LISTENING TO RADIO AUDIO AND RECORDINGS	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. (B1)	2
GRAMMATICAL ACCURACY	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. (B1)	3, 4

## Pronunciation (page 96)

COMPONENT	DESCRIPTOR	EXERCISE
PHONOLOGICAL CONTROL	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur. (B1)	5

## Language focus Making offers and describing possible future events (page 97)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (B1)	6
GRAMMATICAL ACCURACY	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. (B1)	7, 8, 9

## Speaking Planning an event (page 97)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc. (B1)	10
GOAL-ORIENTED CO-OPERATION	Can explain why something is a problem, discuss what to do next, compare and contrast alternatives. (B1)	11
GRAMMATICAL ACCURACY	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. (B1)	

## 9.3 Donation revolution

### Reading Giving on the go (pages 98-99)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can give or seek personal views and opinions in discussing topics of interest. (B1)	1
READING FOR INFORMATION & ARGUMENT	Can recognize significant points in straightforward newspaper articles on familiar subjects. (B1)	2

### Understanding purpose (page 98)

COMPONENT	DESCRIPTOR	EXERCISE
READING FOR INFORMATION & ARGUMENT	Can recognize significant points in straightforward newspaper articles on familiar subjects. (B1)	3

### Understanding details (page 98)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (B1)	4

### Understanding vocabulary (page 98)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES & INFERRING (Spoken & Written)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar. (B1)	5
INFORMAL DISCUSSION (WITH FRIENDS)	Can give or seek personal views and opinions in discussing topics of interest. (B1)	6

## 9.4 Should you donate differently?

### TED Talks (page 100)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES AND INFERRING (SPOKEN & WRITTEN)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar. (B1)	1
WATCHING TV AND FILM	Can catch the main points in TV programs on familiar topics when the delivery is relatively slow and clear. (B1)	2, 4
WATCHING TV AND FILM	Can understand a large part of many TV programs on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear. (B1)	3, 5
INFORMAL DISCUSSION (WITH FRIENDS)	Can give or seek personal views and opinions in discussing topics of interest. (B1)	4

### Critical thinking (page 101)

COMPONENT	DESCRIPTOR	EXERCISE
SUSTAINED MONOLOGUE: PUTTING A CASE	Can briefly give reasons and explanations for opinions, plans and actions. (B1)	6

### Vocabulary in context (page 101)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES AND INFERRING (SPOKEN & WRITTEN)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar. (B1)	7
INFORMAL DISCUSSION (WITH FRIENDS)	Can give or seek personal views and opinions in discussing topics of interest. (B1)	8

### Presentation skills Using supporting evidence (page 101)

COMPONENT	DESCRIPTOR	EXERCISE
WATCHING TV AND FILM	Can catch the main points in TV programs on familiar topics when the delivery is relatively slow and clear. (B1)	9, 10
ADDRESSING AUDIENCES	Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision. (B1)	11
PROPOSITIONAL PRECISION	Can express the main point he/she wants to make comprehensibly. (B1)	

## 9.5 Make a difference

### Communicate Choosing a charity (page 102)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (B1)	1

INFORMAL DISCUSSION (WITH FRIENDS)	Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc. (B1)	2
ADDRESSING AUDIENCES	Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision. (B1)	3
SUSTAINED MONOLOGUE: PUTTING A CASE	Can briefly give reasons and explanations for opinions, plans and actions. (B1)	

### Writing Describing a charity (page 102)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL WRITTEN PRODUCTION	Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence. (B1)	4, 5

### Presentation 3 Units 7-9 (page 103)

#### Model presentation

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events. (B1)	1
WATCHING TV AND FILM	Can understand a large part of many TV programs on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear. (B1)	2, 3

### Your turn! (page 104)

COMPONENT	DESCRIPTOR	EXERCISE
PLANNING	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express. (B1)	4
VOCABULARY RANGE	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events. (B1)	5
ADDRESSING AUDIENCES	Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision. (B1)	6
SUSTAINED MONOLOGUE: PUTTING A CASE	Can briefly give reasons and explanations for opinions, plans and actions. (B1)	7



## Unit 10 Mind and machine

### Warm up (page 105)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (B1)	
IDENTIFYING CUES AND INFERRING (SPOKEN & WRITTEN)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar. (B1)	
INFORMAL DISCUSSION (WITH FRIENDS)	Can give or seek personal views and opinions in discussing topics of interest. Can give brief comments on the views of others. (B1)	
SUSTAINED MONOLOGUE: PUTTING A CASE	Can briefly give reasons and explanations for opinions, plans and actions. (B1)	

### 10.1 The brain

#### Vocabulary Brain functions (page 106)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING TO RADIO AUDIO & RECORDINGS	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. (B1)	1
IDENTIFYING CUES AND INFERRING (SPOKEN & WRITTEN)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar. (B1)	2
INFORMAL DISCUSSION (WITH FRIENDS)	Can give or seek personal views and opinions in discussing topics of interest. (B1)	3
VOCABULARY RANGE	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events. (B1)	

#### Listening The power of visualization (page 107)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING TO RADIO AUDIO & RECORDINGS	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. (B1)	4
LISTENING TO ANNOUNCEMENTS & INSTRUCTIONS	Can follow detailed directions. (B1)	5

## Pronunciation (page 107)

COMPONENT	DESCRIPTOR	EXERCISE
PHONOLOGICAL CONTROL	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur. (B1)	6a, 6b

## Speaking Talking about a game (page 107)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING TO RADIO AUDIO AND RECORDINGS	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. (B1)	7
FLEXIBILITY	Can exploit a wide range of simple language flexibly to express much of what he/she wants. (B1)	8
INFORMAL DISCUSSION (WITH FRIENDS)	Can give or seek personal views and opinions in discussing topics of interest. (B1)	9, 10
SUSTAINED MONOLOGUE: PUTTING A CASE	Can briefly give reasons and explanations for opinions, plans and actions. (B1)	10

## 10.2 That's amazing!

### Grammar Adverbs and adverbial phrases (page 108)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (B1)	1
LISTENING TO RADIO AUDIO AND RECORDINGS	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. (B1)	2
GRAMMATICAL ACCURACY	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. (B1)	3, 4, 5, 6, 8

## Pronunciation (page 109)

COMPONENT	DESCRIPTOR	EXERCISE
UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect. (B1)	7a
GRAMMATICAL ACCURACY	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. (B1)	7b
PHONOLOGICAL CONTROL	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur. (B1)	

## Speaking A logic puzzle (page 109)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can give or seek personal views and opinions in discussing topics of interest. (B1)	9

## 10.3 Look, no hands!

### Reading The power of the mind (pages 110-111)

COMPONENT	DESCRIPTOR	EXERCISE
READING FOR ORIENTATION	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. (B1)	1
READING FOR INFORMATION AND ARGUMENT	Can recognize significant points in straightforward newspaper articles on familiar subjects. (B1)	2

### Understanding main ideas (page 110)

COMPONENT	DESCRIPTOR	EXERCISE
READING FOR INFORMATION AND ARGUMENT	Can recognize significant points in straightforward newspaper articles on familiar subjects. (B1)	3

### Understanding details (page 110)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (B1)	4

### Understanding vocabulary (page 110)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES AND INFERRING (SPOKEN & WRITTEN)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar. (B1)	5
INFORMAL DISCUSSION (WITH FRIENDS)	Can give or seek personal views and opinions in discussing topics of interest. (B1)	6
SUSTAINED MONOLOGUE: PUTTING A CASE	Can briefly give reasons and explanations for opinions, plans and actions. (B1)	

## 10.4 A headset that reads your brainwaves

### TED Talks (page 112)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES AND INFERRING (SPOKEN & WRITTEN)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar. (B1)	1, 2

OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (B1)	2
WATCHING TV AND FILM	Can catch the main points in TV programs on familiar topics when the delivery is relatively slow and clear. (B1)	2, 3
WATCHING TV AND FILM	Can understand a large part of many TV programs on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear. (B1)	3, 4

### Critical thinking (page 113)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can give or seek personal views and opinions in discussing topics of interest. (B1)	5
SUSTAINED MONOLOGUE: PUTTING A CASE	Can briefly give reasons and explanations for opinions, plans and actions. (B1)	

### Vocabulary in context (page 113)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES AND INFERRING (SPOKEN & WRITTEN)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar. (B1)	6
OVERALL SPOKEN INTERACTION	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. (B1)	7

### Presentation skills Dealing with the unexpected (page 113)

COMPONENT	DESCRIPTOR	EXERCISE
WATCHING TV AND FILM	Can catch the main points in TV programs on familiar topics when the delivery is relatively slow and clear. (B1)	8, 9
INFORMAL DISCUSSION (WITH FRIENDS)	Can give or seek personal views and opinions in discussing topics of interest. (B1)	10

## 10.5 It'll make your life easier

### Communicate Creating a new product (page 114)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can give or seek personal views and opinions in discussing topics of interest. (B1)	1
NOTES, MESSAGES & FORMS	Can write notes conveying simple information of immediate relevance to friends, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important. (B1)	2
SUSTAINED MONOLOGUE: PUTTING A CASE	Can briefly give reasons and explanations for opinions, plans and actions. (B1)	2, 3

GOAL-ORIENTED CO-OPERATION	Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations. (B1)	3
OVERALL WRITTEN PRODUCTION	Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence. (B1)	

### Writing Writing a proposal (page 114)

COMPONENT	DESCRIPTOR	EXERCISE
CORRESPONDENCE	Can write personal letters giving news and expressing thoughts about abstract or cultural topics such as music, films. (B1)	4

## Unit 11 Nature

### Warm up (page 115)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (B1)	
IDENTIFYING CUES AND INFERRING (SPOKEN & WRITTEN)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar. (B1)	
INFORMAL DISCUSSION (WITH FRIENDS)	Can give or seek personal views and opinions in discussing topics of interest. Can give brief comments on the views of others. (B1)	

### 11.1 Nature at its best

#### Vocabulary Nature (page 116)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events. (B1)	1, 2, 3
INFORMAL DISCUSSION (WITH FRIENDS)	Can give or seek personal views and opinions in discussing topics of interest. (B1)	4

### Listening My experiences in nature (page 117)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING TO RADIO AUDIO & RECORDINGS	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. (B1)	5
LISTENING TO RADIO AUDIO & RECORDINGS	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. (B1)	6

SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	Can give detailed accounts of experiences, describing feelings and reactions. (B1)	7
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### Pronunciation (page 117)

COMPONENT	DESCRIPTOR	EXERCISE
PHONOLOGICAL CONTROL	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur. (B1)	8a, 8b

### Speaking Talking about nature (page 117)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING TO RADIO AUDIO & RECORDINGS	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. (B1)	9
VOCABULARY RANGE	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events. (B1)	10
FLEXIBILITY	Can exploit a wide range of simple language flexibly to express much of what he/she wants. (B1)	
INFORMAL DISCUSSION (WITH FRIENDS)	Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc. (B1)	11

## 11.2 Have you ever seen a bear?

### Grammar Present perfect (page 118)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (B1)	1
INFORMAL DISCUSSION (WITH FRIENDS)	Can give or seek personal views and opinions in discussing topics of interest. (B1)	
OVERALL LISTENING COMPREHENSION	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. (B1)	2
GRAMMATICAL ACCURACY	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. (B1)	3, 4

**Language focus** Talking about past experiences (page 119)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (B1)	5
GRAMMATICAL ACCURACY	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. (B1)	6, 7

**Pronunciation** (page 119)

COMPONENT	DESCRIPTOR	EXERCISE
PHONOLOGICAL CONTROL	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur. (B1)	8

**Speaking** Experiences in nature (page 119)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMATION EXCHANGE	Can find out and pass on straightforward factual information. Can obtain more detailed information. (B1)	9

**11.3 Small is beautiful****Reading** The miracle of pollen (pages 120-121)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (B1)	1
INFORMAL DISCUSSION (WITH FRIENDS)	Can give or seek personal views and opinions in discussing topics of interest. (B1)	
READING FOR ORIENTATION	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. (B1)	2

**Understanding gist** (page 120)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (B1)	3

**Understanding a process** (page 120)

COMPONENT	DESCRIPTOR	EXERCISE
READING FOR INFORMATION AND ARGUMENT	Can recognize significant points in straightforward newspaper articles on familiar subjects. (B1)	4



VOCABULARY RANGE	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events. (B1)	
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### Understanding details (page 120)

COMPONENT	DESCRIPTOR	EXERCISE
READING FOR INFORMATION AND ARGUMENT	Can recognize significant points in straightforward newspaper articles on familiar subjects. (B1)	5

### Understanding vocabulary (page 120)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES AND INFERRING (SPOKEN & WRITTEN)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar. (B1)	6
INFORMAL DISCUSSION (WITH FRIENDS)	Can give or seek personal views and opinions in discussing topics of interest. (B1)	7
SUSTAINED MONOLOGUE: PUTTING A CASE	Can briefly give reasons and explanations for opinions, plans and actions. (B1)	

## 11.4 The hidden beauty of pollination

### TED Talks (page 122)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES AND INFERRING (SPOKEN & WRITTEN)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar. (B1)	1, 3
WATCHING TV AND FILM	Can catch the main points in TV programs on familiar topics when the delivery is relatively slow and clear. (B1)	2
WATCHING TV AND FILM	Can understand a large part of many TV programs on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear. (B1)	3

### Creative thinking (page 123)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can give or seek personal views and opinions in discussing topics of interest. (B1)	4
SUSTAINED MONOLOGUE: PUTTING A CASE	Can briefly give reasons and explanations for opinions, plans and actions. (B1)	

### Vocabulary in context (page 123)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES AND INFERRING (SPOKEN & WRITTEN)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar. (B1)	5

INFORMAL DISCUSSION (WITH FRIENDS)	Can give or seek personal views and opinions in discussing topics of interest. (B1)	6
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### **Presentation skills** Calling others to action (page 123)

COMPONENT	DESCRIPTOR	EXERCISE
WATCHING TV AND FILM	Can catch the main points in TV programs on familiar topics when the delivery is relatively slow and clear. (B1)	7, 8
INFORMATION EXCHANGE	Can summarise and give his or her opinion about a short story, article, talk, discussion interview, or documentary and answer further questions of detail. (B1)	9

## **11.5 Getting out into nature**

### **Communicate** Planning a weekend in the countryside (page 124)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e.g. an outing). (B1)	1, 2
SUSTAINED MONOLOGUE: PUTTING A CASE	Can briefly give reasons and explanations for opinions, plans and actions. (B1)	3
INFORMATION EXCHANGE	Can obtain more detailed information. (B1)	

### **Writing** Writing a journal entry (page 124)

COMPONENT	DESCRIPTOR	EXERCISE
CREATIVE WRITING	Can write accounts of experiences, describing feelings and reactions in simple connected text. (B1)	4

## **Unit 12 Discovery**

### **Warm up** (page 125)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (B1)	
IDENTIFYING CUES AND INFERRING (SPOKEN & WRITTEN)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar. (B1)	
INFORMAL DISCUSSION (WITH FRIENDS)	Can give or seek personal views and opinions in discussing topics of interest. Can give brief comments on the views of others. (B1)	

## 12.1 Recent discoveries

### Vocabulary Discoveries (page 126)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES AND INFERRING (SPOKEN & WRITTEN)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar. (B1)	1
VOCABULARY RANGE	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events. (B1)	2
SUSTAINED MONOLOGUE (DESCRIBING EXPERIENCE)	Can give detailed accounts of experiences, describing feelings and reactions. (B1)	3

### Listening An amazing find (page 127)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING TO RADIO AUDIO & RECORDINGS	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. (B1)	4
LISTENING TO RADIO AUDIO & RECORDINGS	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. (B1)	5
INFORMATION EXCHANGE	Can summarise and give his or her opinion about a short story, article, talk, discussion interview, or documentary and answer further questions of detail. (B1)	6

### Pronunciation (page 127)

COMPONENT	DESCRIPTOR	EXERCISE
PHONOLOGICAL CONTROL	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur. (B1)	7

### Speaking Talking about a discovery (page 127)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING TO RADIO AUDIO & RECORDINGS	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. (B1)	8
VOCABULARY RANGE	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events. (B1)	9
FLEXIBILITY	Can exploit a wide range of simple language flexibly to express much of what he/she wants. (B1)	
INFORMAL DISCUSSION (WITH FRIENDS)	Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc. (B1)	10

## 12.2 Amazing finds

### Grammar The passive (page 128)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (B1)	1
INFORMAL DISCUSSION (WITH FRIENDS)	Can give or seek personal views and opinions in discussing topics of interest. (B1)	
SUSTAINED MONOLOGUE: PUTTING A CASE	Can briefly give reasons and explanations for opinions, plans and actions. (B1)	
OVERALL LISTENING COMPREHENSION	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. (B1)	2
GRAMMATICAL ACCURACY	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. (B1)	3, 4

### Language Focus Talking about discoveries (page 129)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (B1)	5
GRAMMATICAL ACCURACY	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. (B1)	5, 6, 7, 8

### Pronunciation (page 129)

COMPONENT	DESCRIPTOR	EXERCISE
PHONOLOGICAL CONTROL	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur. (B1)	6

### Speaking Discovery quiz (page 129)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. (B1)	9

## 12.3 It's in his bones

### Reading The dinosaur hunter (pages 130-131)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (B1)	1
READING FOR ORIENTATION	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. (B1)	2

### Understanding gist (page 130)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (B1)	3

### Understanding details (page 130)

COMPONENT	DESCRIPTOR	EXERCISE
READING FOR INFORMATION AND ARGUMENT	Can recognize significant points in straightforward newspaper articles on familiar subjects. (B1)	4

### Understanding pronoun referencing (page 130)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (B1)	5

### Understanding vocabulary (page 130)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES AND INFERRING (SPOKEN & WRITTEN)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar. (B1)	6
INFORMAL DISCUSSION (WITH FRIENDS)	Can give or seek personal views and opinions in discussing topics of interest. (B1)	7
SUSTAINED MONOLOGUE: PUTTING A CASE	Can briefly give reasons and explanations for opinions, plans and actions. (B1)	

## 12.4 How we unearthed the Spinosaurus

### TED Talks (page 132)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES AND INFERRING (SPOKEN & WRITTEN)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar. (B1)	1, 5

SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	Can give straightforward descriptions on a variety of familiar subjects within his field of interest. (B1)	2
WATCHING TV AND FILM	Can understand a large part of many TV programs on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear. (B1)	3, 4

### Critical thinking (page 133)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can give or seek personal views and opinions in discussing topics of interest. (B1)	6

### Vocabulary in context (page 133)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES AND INFERRING (SPOKEN & WRITTEN)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar. (B1)	7
VOCABULARY RANGE	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events. (B1)	8

### Presentation skills Using descriptive language (page 133)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. (B1)	9, 10
SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	Can give straightforward descriptions on a variety of familiar subjects within his field of interest. (B1)	11

## 12.5 What have you found?

### Communicate A newspaper interview (page 134)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMATION EXCHANGE	Can find out and pass on straightforward factual information. (B1)	1, 2
GRAMMATICAL ACCURACY	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. (B1)	

### Writing (page 134)

COMPONENT	DESCRIPTOR	EXERCISE
REPORTS & ESSAYS	Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and	3

	non-routine matters within his field with some confidence. (B1)	
PHONOLOGICAL CONTROL	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur. (B1)	4

#### Presentation 4 Units 10-12 (page 135)

##### Model presentation

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events. (B1)	1
WATCHING TV AND FILM	Can understand a large part of many TV programs on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear. (B1)	2, 3

##### Your turn! (page 136)

COMPONENT	DESCRIPTOR	EXERCISE
PLANNING	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express. (B1)	4
VOCABULARY RANGE	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events. (B1)	5
ADDRESSING AUDIENCES	Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision. (B1)	6
SUSTAINED MONOLOGUE: PUTTING A CASE	Can briefly give reasons and explanations for opinions, plans and actions. (B1)	7