

# OUTCOMES

and the Common European  
Framework of Reference

ELEMENTARY  
A1–A2

Kathryn  
Aldridge-Morris



# 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:

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

It is important to realize that the CEFR is not a syllabus and does not provide scales for every possible language situations 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 in the wrong class for them. That is for you to assess.

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

*Outcomes* was written very much with the CEFR in mind. We think about what we want students to be able to do and the kind of conversation they'll have first; we write some models, we notice the specific language they may need (grammar, words or phrases) and we try to present that language in exercises to help them achieve these goals. When we teach grammar or vocabulary, we try to think of clear examples that might be used in particular situations. We also looked at a lot of the can-do statements and specific situations that the testing organisation, ALTE, describe. We tried to include as many of these as possible. We have also tried to include a range of social, public, occupational and educational contexts, in terms of all four skills, even at low levels.

We have helped students and teachers see these clear objectives at the beginning of each unit, so that students understand what they should be able to do based on the input and specific language areas. You can also see this in the mapping to the CEFR here. We help students' self-directed learning with the Interactive Vocabulary Builder (found on the website, [ngl.cengage.com/Outcomes](http://ngl.cengage.com/Outcomes)), the Grammar reference with exercises and the online workbook. We encourage intercultural awareness and the exchange of thoughts and ideas through many short speaking tasks, texts about different countries and contexts, and hearing speakers of different nationalities.

### *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 use 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.

Communicative activities  
Reception (spoken)

<p>Overall listening comprehension:</p> <p>A2 Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.</p> <p>Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.</p>	
<p>A1 Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.</p>	
<p>Understanding interaction between native speakers:</p> <p>A2 Can generally identify the topic of discussion around her that is conducted slowly and clearly.</p>	<p>Pps20-21, Listening ex 5; p34, Listening ex 2; p49, Listening ex 5; p70, Listening, ex 4, pps 82-83, Listening ex 4; ps100-101, Listening, ex 5; p106, Listening ex 2; p120, Listening ex 5; p134, Listening ex 4; p144, Listening ex 3</p>
<p>A1 No descriptor available</p>	
<p>Listening to announcements and instructions:</p> <p>A2 Can catch the main point in short, clear, simple messages and announcement.</p> <p>Can understand simple directions relating to how to get from X to Y, by foot or public transport.</p>	
<p>A1 Can understand instructions addressed carefully and slowly to him/her and follow short, simple directions.</p>	

<p>Listening to radio audio and recordings:</p> <p>A2</p> <p>Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.</p>	<p>P8, Listening exs 2,3; p34, Listening ex 3; p37, Listening exs 6,7,8; p39, Sounds and Vocabulary Review ex 14; p40 Video 2 ex 3; p45, Listening exs 4,5; p45, Pronunciation exs 6,7; p49, Listening ex 6; p49, Sounds and Vocabulary Review ex 11; p53, Listening exs 6,7; pps54-55, Listening exs 6,7; pp57, Sounds and Vocabulary Review ex 16; p58, Video 3 ex 4; p63, Listening exs 5,6; p66, Listening exs 2,3,4; p66, Sounds and Vocabulary Review ex 12; p70, Listening ex 5; p72, Listening exs 2,3; p73, Pronunciation ex 9; p75, Sounds and Vocabulary Review ex 11; p76, Video 4 ex 4; p81, Listening exs 8,9; pps82-83, Listening ex 5; p85, Sounds and Vocabulary Review ex 13; p88, Listening exs 4,5; p89, Pronunciation ex 10; pps92-93, Listening exs 4,5; p93, Sounds and Vocabulary Review ex 12; p94, Video 5 ex 4; pps98-99, Listening exs 4,5; p99, Developing Conversations Practice ex 9; pps100-101, Listening ex 6; p103, Sounds and Vocabulary Review ex 12; p106, Listening ex 4; p108, Listening exs 6,7,8; p110, Sounds and Vocabulary Review ex 12; p112, Video 6 ex 4; p116, Listening ex 4; p121, Grammar ex 10; p121, Sounds and Vocabulary Review ex 14; p125, Listening exs 4,5; p126, Listening exs 3,4; p129, Sounds and Vocabulary Review ex 14; p130, Video 7 exs 4,5; p134, Listening ex 5; p136, Vocabulary ex 6; p137, Listening exs 9,10; p139, Sounds and Vocabulary Review ex 11; p143, Listening exs 6,7; p144, Listening ex 4; p146, Sounds and Vocabulary Review ex 13; p148, Video 8 exs 2,3,4</p>
<p>A1</p> <p>No descriptor available</p>	
<p>Watching TV and film:</p> <p>A2</p> <p>Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary.</p> <p>Can follow changes of topic of factual TV news items, and form an idea of the main content.</p>	<p>P22, Video 1 exs 2,3,4; p40, Video 2 ex 2; p58, Video 3 ex 2; p76, Video 4 ex 2; p76, Video 4 exs 3,4; p94, Video 5 exs 2,4; p112, Video 6 ex 3; p130, Video 7 exs 4,5; p148, Video 8 exs 2,3,4</p>
<p>A1</p> <p>No descriptor available</p>	

Reception (written)

<p>Overall reading comprehension:</p> <p>A2</p> <p>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.</p>	<p>P34, Listening ex 1; p45, Grammar ex 9; pps48-49, Vocabulary exs 3,4; p66, Speaking ex 1; p71, Developing Conversations exs 11,12; p74, Vocabulary ex 2; p90, Reading exs 4,5; p92, Developing Conversations exs 1,2; p98, Vocabulary ex 3; p99, Developing Conversations Practice ex 8; p102, Grammar ex 1; p103, Reading ex 5; p107, Grammar exs 7,8; p108, Speaking ex 1; p110, Vocabulary ex 2; pps110-111, Reading exs 6,7; p118, Vocabulary exs 3,4; p118, Reading exs 5,6; pps126-127, Grammar exs 7,8; p129, Reading exs 6,7,8; p137, Listening exs 8,10,11; p146, Speaking ex 1; pps154-155, Speaking ex 1; p161, Key Words for Writing ex 4</p>
<p>A1</p> <p>Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.</p>	<p>Pps10-11, Listening ex 7; p11, Grammar ex 13; p17, Developing Conversations ex 12; p21, Grammar ex 10</p>
<p>Reading correspondence:</p> <p>A2</p> <p>Can understand basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation etc.) on familiar topics</p> <p>Can understand short simple personal letters.</p>	<p>P38, Reading ex 3; p153, Writing ex 2; p156, Writing exs 2,3; pps158-159, Writing 1 ex 4; p159, Writing 2 exs 7,8; p161, Writing ex 2; p164, Writing ex 2</p>
<p>A1</p> <p>Can understand short, simple messages on postcards.</p>	
<p>Reading for orientation:</p> <p>A2</p> <p>Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables. Can locate specific information in lists and isolate the information required (e.g. use the "Yellow Pages" to find a service or tradesman).</p> <p>Can understand everyday signs and notices: in public places, such as streets, restaurants, railway stations; in workplaces, such as directions, instructions, hazard warnings.</p>	<p>P89, Conversation Practice exs 12,13; p99, Conversation Practice ex 10; pps146-147, Reading ex 5</p>
<p>A1</p> <p>Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations.</p>	

<p>Reading for information and argument:</p> <p>A2</p> <p>Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.</p>	<p>P38, Reading exs 4,5; pps46-47, Reading exs 2,3,4; p48, Speaking ex 1; pps56-57, Reading exs 5,6,7; p64, Speaking ex 4; pps 64-65, Reading exs 5,6; p75, Reading exs 5,6; pps84-85, Reading exs 5,6,8; p90, Reading exs 6,7; p103, Reading ex 6; pps110-111, Reading exs 8,9; p118, Reading exs 7,8; p129, Reading exs 6,7,8; p129, Grammar ex 10; p130, Video 7 ex 2; p138, Reading exs 4,5; p156, Writing ex 4; pps158-159, Writing 1 ex 5; p162, Writing ex 3; p163, Key Words for Writing ex 5; p165, Grammar ex 4</p>
<p>A1</p> <p>Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.</p>	<p>Pps 12-13, Reading exs 6,7; p19, Reading exs 8, 9; pps 26-27, Grammar ex 5; pps 28-29, Reading exs 6,7; p30, Listening ex 1</p>
<p>Reading instructions:</p> <p>A1</p> <p>Can follow short, simple written directions</p>	

#### Interaction (spoken)

<p>Overall spoken interaction:</p> <p>A2</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; 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.</p>	
<p>A1</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.</p>	<p>P31, Grammar ex 12; p31, Speaking ex 14</p>

<p>Understanding a native speaker interlocutor:</p> <p>A2 Can understand what is said clearly, slowly and directly to him/her in simple everyday conversation; can be made to understand, if the speaker can take the trouble.</p>	<p>P136, Vocabulary ex 7</p>
<p>A1 Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker. Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.</p>	
<p>Conversation:</p> <p>A2 Can establish social contact: greetings and farewells; introductions; giving thanks. Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time. Can participate in short conversations in routine contexts on topics of interest. Can express how he/she feels in simple terms, and express thanks. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord, though he/she can be made to understand if the speaker will take the trouble. Can use simple everyday polite forms of greeting and address Can make and respond to invitations, invitations and apologies. Can say what he/she likes and dislikes.</p>	<p>P33, Words for Unit 4 ex 4; p34, Listening ex 4; p35, Developing Conversations exs 9,10; p35, Conversation Practice ex 14; p46, Grammar ex 11; p53, Conversation Practice ex 14; pps54-55, Listening ex 10; p56, Vocabulary ex 2; pps62-63, Developing Conversations exs 9,10,11; p63, Conversation Practice ex 15; p71, Grammar ex 10; p72, Listening ex 5; p81, Conversation Practice ex 13; p82, Vocabulary ex 2; p83, Grammar exs 11,12; p90, Vocabulary ex 3; p117, Developing Conversations ex 13; p117, Conversation Practice exs 14,15; p125, Conversation Practice exs 11,12; p135, Developing Conversations exs 10,11; pps142-143, Vocabulary exs 4,5; p143, Conversation Practice ex 12; p155, Key Words for Writing exs 5,6; p164, Writing ex 3</p>
<p>A1 Can make an introduction and use basic greeting and leave-taking expressions. Can ask how people are and react to news. Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.</p>	



<p>Informal discussion (with friends):</p> <p>A2</p> <p>Can generally identify the topic of discussion around her which is conducted slowly and clearly.</p> <p>Can discuss what to do in the evening, at the weekend.</p> <p>Can make and respond to suggestions.</p> <p>Can agree and disagree with others.</p> <p>Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly.</p> <p>Can discuss what to do, where to go and make arrangements to meet.</p>	<p>P17, Conversation Practice exs 15,16; p45, Speaking ex 8; p46, Speaking ex 6; p48, Speaking ex 2; p52, Vocabulary ex 5; pps54-55, Listening ex 9; pps56-57, Reading exs 6,8; p57, Speaking ex 14; p65, Speaking exs 12,13,14; p71, Developing Conversations ex 13; p71, Conversation Practice ex 14; p74, Speaking ex 1; p75 Reading ex 7; p75, Speaking ex 9; p81, Developing Conversations ex 12; p81, Conversation Practice ex 13; p90, Vocabulary ex 3; p92, Developing Conversations ex 3; p93, Speaking ex 10; pps98-99, Listening ex 6; p101, Grammar exs 9,11; p107, Grammar ex 8; p107, Developing Conversation ex 11; p107, Conversation Practice ex 13; p117, Conversation Practice exs 14,15; p118, Reading ex 9; p120, Vocabulary ex 2; pps126-127, Grammar ex 13; p129, Reading ex 5; p135, Grammar ex 8; p135, Conversation Practice exs 12,13,14; p138, Reading exs 4,5; p159, Key Words for Writing exs 9,10</p>
<p>A1</p> <p>No descriptor available</p>	

<p>Formal discussion (meetings):</p> <p>A2</p> <p>Can generally follow changes of topic in formal discussion related to his/her field which is conducted slowly and clearly.</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 say what he/she thinks about things when addressed directly in a formal meeting, provided he/she can ask for repetition of key points if necessary.</p>	<p>P74, Speaking ex 1</p>
<p>A1 No descriptor available</p>	

<p>Goal-oriented co-operation:</p> <p>A2</p> <p>Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand.</p> <p>Can discuss what to do next, making and responding to suggestions, asking for and giving directions.</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 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.</p>	<p>P49, Speaking ex 9</p>
<p>A1</p> <p>Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.</p> <p>Can ask people for things, and give people things.</p>	<p>P30, Listening ex 2</p>
<p>Transactions to obtain goods and services:</p> <p>A2</p> <p>Can deal with common aspects of everyday living such as travel, lodgings, eating and shopping.</p> <p>Can get all the information needed from a tourist office, as long as it is of a straightforward, non-specialised nature.</p> <p>Can ask for and provide everyday goods and services.</p> <p>Can get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets.</p> <p>Can ask about things and make simple transactions in shops, post offices or banks.</p> <p>Can give and receive information about quantities, numbers, prices etc.</p> <p>Can make simple purchases by stating what is wanted and asking the price.</p> <p>Can order a meal.</p>	<p>P44, Developing Conversations exs 1,2,3; p45, Conversation Practice ex 12; p49, Speaking ex 9; p89, Conversation Practice exs 12,13; p92, Developing Conversations ex 3; p99, Developing Conversations Practice ex 8; p99, Conversation Practice ex 11</p>
<p>A1</p> <p>Can ask people for things and give people things.</p> <p>Can handle numbers, quantities, cost and time.</p>	

<p>Information exchange:</p> <p>A2</p> <p>Can understand enough to manage simple, routine exchanges without undue effort.</p> <p>Can deal with practical everyday demands: finding out and passing on straightforward factual information.</p> <p>Can ask and answer questions about habits and routines.</p> <p>Can ask and answer questions about pastimes and past activities.</p> <p>Can give and follow simple directions and instructions e.g. explain how to get somewhere.</p> <p>Can communicate in simple and routine tasks requiring a simple and direct exchange of information.</p> <p>Can exchange limited information on familiar and routine operational matters</p> <p>Can ask and answer questions about what they do at work and in free time</p> <p>Can ask for and give directions referring to a map or plan.</p> <p>Can ask for and provide personal information.</p>	<p>Pps26-27, Grammar ex 6; p27, Conversation Practice ex 11; p35, Conversation Practice ex 15; p36, Vocabulary ex 4; p38, Vocabulary ex 2; p39, Grammar ex 9; p39, Speaking exs 10,11,12; pps46-47, Reading ex 1; p53, Pronunciation ex 11; p53, Conversation Practice ex 14; p54, Vocabulary exs 3,4; pps54-55, Listening ex 9; pps54-55, Listening ex 10; p56, Grammar ex 12; p58, Video 3 ex 6; p63, Conversation Practice ex 15; p66, Speaking exs 9,10; p70, Speaking ex 1; pps80-81, Grammar exs 5,7; p81, Developing Conversations ex 12; p81, Conversation Practice ex 13; p92, Developing Conversations ex 3; p101, Speaking exs 12,13; p121, Grammar ex 12; p125, Developing Conversations exs 7,8,9,10; p125, Conversation Practice exs 11,12; p135, Developing Conversations exs 10,11; p138, Grammar ex 7; p157, Key Words for Writing ex 8</p>
<p>A1</p> <p>Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.</p> <p>Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</p> <p>Can ask and answer questions about themselves and other people, where they live, people they know, things they have.</p> <p>Can indicate time by such phrases as next week, last Friday, in November, three o'clock.</p>	<p>P8, Speaking ex 1; p9, Developing Conversations ex 9; p9, Grammar ex 13; p9 Conversation Practice ex 14; p10, Vocabulary exs 2,4; pps10-11, Listening ex 8; p11, Pronunciation ex 15; p11, Speaking ex 16; p16, Speaking ex 6; p17, Developing Conversations ex 14; p18, Vocabulary ex 2; p19, Speaking ex 11; p20, Speaking ex 1; p20, Vocabulary ex 4; pps20-21, Listening ex 8; p21, Grammar ex 11; p27, Developing Conversations exs 9,10; p27, Conversation Practice ex 11; p29, Speaking, exs 13,14; p150, Vocabulary exs 1,2</p>

#### Interaction (written)

<p>Overall written interaction:</p> <p>A2</p> <p>Can write short, simple formulaic notes relating to matters in areas of immediate need.</p>	<p>P155, Vocabulary ex 3; p155, Practice ex 7</p>
<p>A1</p> <p>Can ask for or pass on personal details in written form</p>	<p>P153, Practice ex 5</p>



<p>Correspondence:</p> <p>A2 Can write very simple personal letters expressing thanks and apology.</p>	<p>P159, Practice ex 13; p165, Practice exs 9,10</p>
<p>A1 Can write a short simple postcard</p>	
<p>Notes, messages &amp; forms:</p> <p>A2 Can write short, simple notes and messages relating to matters in areas of immediate need.</p>	<p>P157, Practice ex 10; pps 158-159, Writing 1 ex 6; p165, Practice exs 9,10</p>
<p>A1 Can write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country etc. such as on a hotel registration form.</p>	<p>P150, Writing, ex 3; p151, Practice ex 7</p>

#### Production (spoken)

<p>Overall spoken production:</p> <p>A2 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.</p>	<p>P46, Speaking ex6; p48, Speaking exs 1,2</p>
<p>A1 Can produce simple mainly isolated phrases about people and places.</p>	<p>P8, Vocabulary, ex 7; p11, Grammar, ex 11; p12, Vocabulary,, ex 4; pps 12-13, Reading ex 5; p13, Grammar, ex 11; p16, Listening, ex 3; pps 28-29, Reading ex 9; pps 28-29, Grammar, ex 12; p 29, Speaking, ex 14; p30, Listening, ex 2; pps 30-31, Understanding vocabulary ex 7;</p>

<p>Sustained monologue (describing experience):</p> <p>A2</p> <p>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.</p> <p>Can give short, basic descriptions of events and activities.</p> <p>Can describe plans and arrangements, habits and routines, past activities and personal experiences.</p> <p>Can use simple descriptive language to make brief statements about and compare objects and possessions.</p> <p>Can explain what he/she likes or dislikes about something.</p> <p>Can describe his/her family, living conditions, educational background, present or most recent job.</p> <p>Can describe people, places and possessions in simple terms.</p>	<p>p36, Vocabulary exs 2,5; p37, Listening ex 9; p37, Speaking ex 13; p39, Speaking ex 6; p40, Video 2 ex 1; p52, Vocabulary exs 3,5; p53, Listening ex 8; p53, Developing conversations ex 13; p54, Vocabulary ex 2; pps 54-55, Listening ex 9; p55, Grammar ex 12; p56, Vocabulary ex 2; pps56-57, Reading ex 8; p57, Speaking ex 13; p58, Video 3 exs 1,6; p58, Video 3 ex 5; p62, Vocabulary ex 4; p64, Vocabulary ex 3; p64, Speaking ex 4; pps64-65, Reading ex 7; p65, Grammar ex 11; p65, Speaking exs 12,13,14; p66, Speaking ex 1; p66, Listening ex 5; p66, Vocabulary ex 8; p66, Speaking exs 9,10; p70, Speaking ex 1; p73, Vocabulary ex 7; p73, Grammar exs 10,11; p74, Vocabulary ex 3; p76, Video 4 exs 1,5; p76, Video ex 5; p80, Speaking exs 1,3; p81, Listening ex 10; pps82-83, Listening ex 6; p83, Speaking ex 13; pps84-85, Reading ex 4; pps84-85, Reading ex 7; pps84-85, Reading ex 9; p85, Speaking exs 10,11; p88, Listening ex 6; pps88-89, Developing Conversations ex 9; p90, Vocabulary ex 3; p91, Grammar ex 10; p91, Speaking ex 11; pps92-93, Listening ex 6; p93, Speaking ex 10; p94, Video 5 exs 1,5; p94, Video 5 ex 3; p98, Speaking ex 1; p100, Vocabulary ex 4; pps100-101, Listening ex 7; p102, Grammar ex 4; p103, Reading ex 7; p103, Understanding Vocabulary ex 10; p107, Vocabulary ex 6; p108, Vocabulary ex 5; p108, Vocabulary ex 11; p110, Speaking ex 1; p110, Vocabulary ex 5; p112, Video 6 exs 2, 5; p116, Vocabulary ex 3; p116, Grammar ex 10; p118, Vocabulary ex 4; p118, Speaking ex 10; p120, Vocabulary exs 2, 4; p120, Listening ex 7; p124, Speaking ex 1; p129, Reading ex 5; p129, Speaking ex 12; p130, Video 7 exs 3,6,7; p134, Vocabulary ex 2, 6; p135, Grammar ex 9; p135, Conversation practice exs 12,13; p136, Vocabulary ex 3; p137, Listening exs 11,12; p139, Speaking ex 9; p143, Listening ex 8; p145, Speaking exs 10,11; pps 146-147, Reading exs 4,8; p148, Video 8 ex 5; pps150-151, Vocabulary exs 5,6; p152, Speaking ex 1; pps 154-155, Speaking ex 2; p156, Speaking ex 1; p157, Grammar ex 6; p158, Speaking ex 1; p158, Vocabulary ex 3; p160, Speaking ex 1; p161 Writing ex 3; p162, Speaking ex 1; p162, Writing ex 4; p164, Speaking ex 1</p>
<p>A1</p> <p>Can describe him/herself, what he/she does and where he/she lives.</p>	<p>P16, Speaking, ex 2; p16, Grammar ex 11; p11, Grammar ex 11; pps 18-19, Grammar ex 6; p21, Grammar ex 13; p22, Video 1 ex 5; p25, Speaking ex 1; p26, Vocabulary ex 3; p28, Vocabulary exs 2,3; p153, Writing ex 3;</p>

Production (written)

<p>Overall written production:</p> <p>A2 Can write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.</p>	<p>P 75, Speaking ex 8; p116, Grammar ex 9; p135, Grammar ex 9; p157, Key Words for Writing ex 7</p>
<p>A1 Can write simple isolated phrases and sentences.</p>	<p>P9, Developing Conversations ex8; p11, Grammar ex 11; p13, Sounds and Vocabulary Review ex 13; p16, Grammar exs 8,10; pps18-19, Grammar exs 5,7; p21, Grammar ex 12; p21, Sounds and Vocabulary Review ex 15; p28, Vocabulary ex 4; p31, Grammar ex 11; p31, Speaking ex 13; p31, Sounds and Vocabulary Review ex 16;</p>
<p>Creative writing:</p> <p>A2 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.</p> <p>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.</p>	<p>Pps 34-35, Grammar ex 8; p35, Conversation Practice ex 13; p37, Speaking ex 13; pps 126-127, Grammar ex 13; p128, Vocabulary ex 3; p129, Grammar ex 11; p143, Conversation Practice ex 11; p146, Speaking ex 10; p161, Practice ex 7; p163, Practice exs 9,10</p>
<p>A1 Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.</p>	<p>P135, Practice ex 5;</p>



Communication strategies  
Interaction

<p>Identifying cues and inferring (spoken and written):</p> <p>A2</p> <p>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.</p>	<p>P37, Listening ex 7; p40, Video 2 ex 3; p45, Listening exs 4,5; pps46-47, Reading ex 5; pps56-57, Reading ex 3; p58, Video 3 ex 3; p76, Video 4 ex 2; p84, Vocabulary ex 3; p88, Vocabulary exs 1,2; p92, Developing Conversations exs 1,2; p98, Vocabulary ex 2; p107, Vocabulary ex 5; p108, Vocabulary exs 3,4; p110, Vocabulary ex 2; p112, Video 6 exs 1,4; p112, Video 6 ex 4; p118, Vocabulary ex 3; p120, Vocabulary ex 3; p120, Listening ex 6; p125, Vocabulary ex 2; p126, Listening ex 4; p128, Vocabulary exs 1,4; p136, Vocabulary ex 1; p137, Listening exs 8,10,11; p138, Vocabulary exs 1,2; pps142-143, Vocabulary ex 3; pps146-147, Reading exs 6,7; p148, Video 8 exs 2,3,4; p153, Writing ex 2; p155, Key Words for Writing ex 4; p159, Key Words for Writing ex 9; p161, Writing ex 2; p164, Writing ex 2</p>
<p>A1</p> <p>No descriptor available</p>	
<p>Planning:</p> <p>A2</p> <p>Can recall and rehearse an appropriate set of phrases from his repertoire.</p>	<p>P81, Developing Conversations ex 11</p>

Working with text

<p>Processing text:</p> <p>A2</p> <p>Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience</p> <p>Can copy out short texts in printed or clearly hand-written format.</p>	<p>P72, Listening ex 4; p150, Writing ex 3; p155, Vocabulary ex 3</p>
<p>A1</p> <p>Can copy out single words and short texts presented in standard printed format</p>	

Communicative language competence  
Linguistic – range

<p>Vocabulary range:</p> <p>A2</p> <p>Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.</p> <p>Has a sufficient vocabulary for the expression of basic communicative needs.</p> <p>Has a sufficient vocabulary for coping with simple survival needs.</p>	<p>P33, Words for Unit 4 exs 1,3; p36, Vocabulary ex 1; p37, Listening ex 9; p38, Vocabulary ex 1; p38, Reading ex 5; p43, Words for Unit 5 exs 1,3,4; p45, Grammar ex 11; pps48-49, Vocabulary exs 3,4; p49, Speaking exs 8,9; p51, Words for Unit 6 exs 1,3; p52, Vocabulary exs 1,2,4; p54, Vocabulary exs 1,2; pps54-55, Listening ex 5; p56, Vocabulary ex 1; pps56-57, Reading ex 4; p61, Words for Unit 7 exs 1,3; p62, Vocabulary exs 1,2,3; p64, Vocabulary exs 1,2; p66, Vocabulary exs 6,7,8; p69, Words for Unit 8 ex 1; p70, Vocabulary exs 2,3; p72, Listening ex 1; p73, Vocabulary exs 6,7; p74, Vocabulary ex 4; p75, Speaking ex 9; p79, Words for Unit 9 exs 1,4; p82, Vocabulary exs 1,2,3; pps82-83, Listening ex 6; p83, Speaking ex 13; p84, Vocabulary exs 1,2,3; pps84-85, Reading exs 8,9; p85, Speaking exs 10,11; p87, Words for Unit 10 exs 1,3; pps88-89, Developing Conversations exs 7,8,9; p89, Conversation Practice exs 12,13; p90, Vocabulary exs 1,2; p97, Words for Unit 11 exs 1,3; pps98-99, Listening ex 5; p99, Conversation Practice ex 11; p100, Vocabulary exs 1,2,3; p100, Vocabulary ex 4; p101, Grammar ex 10; p101, Speaking exs 12,13; p103, Understanding Vocabulary exs 8,9,10; p105, Words for Unit 12 exs 1,3; p106, Listening exs 1,3; p107, Vocabulary ex 5; p108, Vocabulary exs 2,3,4,5; p108, Listening exs 6,7,8; p108, Grammar ex 10; p110, Speaking ex 1; p110, Vocabulary exs 3,4; p115, Words for Unit 13 exs 1,3; p118, Vocabulary exs 1,2; p118, Reading ex 9; p118, Speaking ex 10; p120, Vocabulary exs 1,4; p123, Words for Unit 14 exs 1,3; p125, Vocabulary ex 2; p125, Listening exs 5,6; p128, Vocabulary exs 2,4; p133, Words for Unit 15 exs 1,3; p134, Vocabulary exs 1,3; p136, Vocabulary ex 2; p137, Listening ex 12; p138, Vocabulary exs 1,2; p141, Words for Unit 16 exs 1,3,4; pps142-143, Vocabulary exs 1,2; p144, Speaking ex 1; p158, Vocabulary ex 2; p161, Practice exs 6,7; p162, Writing ex 2</p>
<p>A1</p> <p>Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.</p>	<p>P7, Words for Unit 1 exs 2,4,5; p8, Vocabulary exs 5,6; p10, Vocabulary exs 1,3; p12, Vocabulary exs 1,2,3; p15, Words for Unit 2 exs 1,3,4; p18, Vocabulary exs 1,3; p20, Vocabulary exs 2,3,4; p25, Words for Unit 3 exs 1,3,4; p26, Vocabulary ex 2; pps26-27, Grammar ex 4; p28, Vocabulary exs 1,3,5; pps28-29, Reading ex 8; pps30-31, Understanding Vocabulary exs 5,6; pps150-151, Vocabulary exs 4,5</p>

<p>Grammatical accuracy:</p> <p>A2</p> <p>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.</p>	<p>Pps34-35, Grammar exs 5,6,7; p37, Grammar exs 10,11,12; p39, Grammar ex 7; p39, Speaking exs 10,11,12; p45, Grammar ex 10; p46, Grammar exs 7,9,10,11; p49, Listening ex 7; p53, Listening ex 7; pps54-55, Listening ex 8; p55, Grammar exs 11,12; p56, Grammar exs 9,10,11,12; p63, Grammar exs 7,8; p63, Conversation Practice ex 14; p65, Grammar exs 8,9,10,11; p71, Grammar exs 6,7,10; p73, Vocabulary exs 6,7; p73, Grammar exs 8,10,11; p74, Vocabulary exs 3,4; p75, Speaking ex 9; pps80-81, Grammar exs 4,5,6,7; p83, Grammar exs 7,8,11,12; p83, Speaking ex 13; p85, Speaking exs 10,11; p91, Grammar exs 8,9,10; pps92-93, Listening ex 5; p93, Grammar exs 7,8; p93, Speaking exs 9,10; p101, Grammar ex 8; p102, Grammar exs 2,3,4; p108, Grammar exs 9,10; p116, Grammar exs 5,6,9,10; p117, Developing Conversations exs 11,13; p121, Grammar exs 8,9; pps126-127, Grammar exs 9,12,13,14; p135, Grammar exs 7,8,9; p138, Grammar ex 8; p143, Developing Conversations ex 9; p145, Grammar exs 6,7; p145, Speaking exs 10,11; p146, Grammar exs 2,3; p146, Speaking ex 9; p157, Grammar ex 5; p157, Key Words for Writing ex 9; p157, Practice ex 10; p159, Practice ex 13; p161, Practice ex 7; p163, Key Words for Writing exs 6,7; p163, Grammar ex 8; p165, Grammar exs 5,6; p165, Key Words for Writing exs 7,8</p>
<p>A1</p> <p>Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.</p>	<p>P9, Grammar exs 10,11,13; p11, Grammar exs 9,10,12; p13, Grammar exs 8,9,11; p16, Grammar exs 7,8,10; pps18-19, Grammar exs 4,5; p19, Reading ex 10; p21, Grammar ex 9; pps28-29, Grammar exs 10,11; p31, Grammar ex 9</p>
<p>Vocabulary control:</p> <p>A2</p> <p>Can control a narrow repertoire dealing with concrete everyday needs.</p>	<p>P35, Developing Conversations exs 9,10; p107, Vocabulary ex 6; p116, Vocabulary exs 1,2; p156, Writing exs 2,3; p161, Key Words for Writing ex 5</p>
<p>A1</p> <p>No descriptor available</p>	



<p>Phonological control:</p> <p>A2</p> <p>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.</p>	<p>P33, Words for Unit 4 ex 2; p35, Pronunciation exs 11,12; p39, Pronunciation ex 8; p39, Sounds and Vocabulary Review ex 13; p40, Understanding Fast Speech exs 5,6; p43, Words for Unit 5 ex 2; p46, Pronunciation ex 8; p49, Sounds and Vocabulary Review ex 10; p51, Words for Unit 6 ex 2; p53, Pronunciation ex 9; p54, Vocabulary ex 4; p57, Sounds and Vocabulary Review ex 15; p58, Understanding Fast Speech ex 7,8; p61, Words for Unit 7 ex 2; p63, Pronunciation exs 12,13; p66, Sounds and Vocabulary Review ex 11; p69, Words for Unit 8 ex 2; p71, Pronunciation exs 8,9; p75, Sounds and Vocabulary Review ex 10; p76, Understanding Fast Speech exs 7,8; p79, Words for Unit 9 ex 2; p83, Pronunciation exs 9,10; p85, Sounds and Vocabulary Review ex 12; p87, Words for Unit 10 ex 2; p88, Vocabulary ex 3; p89, Pronunciation ex 11; p93, Sounds and Vocabulary Review ex 11; p94, Understanding Fast Speech ex 6,7; p97, Words for Unit 11 ex 2; p99, Developing Conversations Practice exs 7,9; p103, Sounds and Vocabulary Review ex 11; p105, Words for Unit 12 ex 2; p107, Pronunciation exs 9,10; p107, Developing Conversation ex 12; p110, Sounds and Vocabulary Review ex 11; p112, Understanding Fast Speech exs 6,7; p115, Words for Unit 13 ex 2; p117, Pronunciation exs 7,8; p117, Developing Conversations ex 12; p121, Grammar ex 11; p121, Sounds and Vocabulary Review ex 13; p123, Words for Unit 14 ex 2; p127, Pronunciation exs 10,11; p129, Sounds and Vocabulary Review ex 13; p133, Words for Unit 15 ex 2; p137, Pronunciation exs 4,5; p139, Sounds and Vocabulary Review ex 10; p141, Words for Unit 16 ex 2; p143, Developing Conversations ex 10; p145, Pronunciation exs 8,9; p146, Speaking ex 11; p146, Sounds and Vocabulary Review ex 12; p148, Understanding Fast Speech exs 6,7</p>
<p>A1</p> <p>Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.</p>	<p>P7, Words for Unit 1 ex 3; p8, Listening ex 4; p9, Grammar ex 12; pps10-11, Listening ex 6; p11, Pronunciation exs 14,15; p13, Pronunciation ex 10; p13, Sounds and Vocabulary Review ex 12; p15, Words for Unit 2 ex 2; p16, Listening ex 5; p16, Pronunciation ex 9; p21, Sounds and Vocabulary Review ex 14; p22, Understanding Fast Speech exs 6,7; p25, Words for Unit 3 ex 2; p31, Grammar ex 10; p31, Sounds and Vocabulary Review ex 15; p</p>

<p>Orthographic control:</p> <p>A2</p> <p>Can copy short sentences on everyday subjects - e.g. directions how to get somewhere</p> <p>Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary.</p>	<p>P39, Sounds and Vocabulary Review ex 14; p49, Sounds and Vocabulary Review ex 11; p53, Pronunciation ex 10; p57, Sounds and Vocabulary Review ex 16; p66, Sounds and Vocabulary Review ex 12; p75, Sounds and Vocabulary Review ex 11; p80, Speaking ex 2; p85, Sounds and Vocabulary Review ex 13; p93, Sounds and Vocabulary Review ex 12; p103, Sounds and Vocabulary Review ex 12; p110, Sounds and Vocabulary Review ex 12; p121, Sounds and Vocabulary Review ex 14; p127, Pronunciation ex 10; p129, Sounds and Vocabulary Review ex 14; p139, Sounds and Vocabulary Review ex 11; p146, Sounds and Vocabulary Review ex 13</p>
<p>A1</p> <p>Can copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly.</p> <p>Can spell his/her address, nationality and other personal details.</p>	<p>P16, Speaking ex 1; p28, Vocabulary exs 1,3,5</p>

#### Sociolinguistic

<p>Sociolinguistic appropriateness:</p> <p>A2</p> <p>Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way.</p> <p>Can socialise simply but effectively using the simplest common expressions and following basic routines.</p> <p>Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, invitations, apologies etc.</p>	<p>P35, Developing Conversations exs 9,10; p35, Conversation Practice ex 14; p52, Vocabulary ex 5; p53, Conversation Practice ex 14; pps62-63, Developing Conversations exs 9,10,11; p63, Conversation Practice ex 15; p71, Pronunciation ex 9; p71, Developing Conversations exs 11,12; p81, Developing Conversations ex 12; p81, Conversation Practice ex 13; pps98-99, Listening ex 6; p107, Conversation Practice ex 13; p108, Speaking ex 1; p108, Vocabulary ex 4; p110, Speaking ex 10; p112, Video 6 ex 5; p118, Reading ex 9; p118, Speaking ex 10; p124, Speaking ex 1; p125, Vocabulary ex 3; p125, Listening ex 6; p126, Listening exs 1,2,5,6; pps126-127, Grammar ex 12; p129, Reading ex 9; p129, Speaking ex 12; p130, Video 7 ex 1; p138, Reading exs 3,5; pps142-143, Vocabulary exs 4,5; p143, Developing Conversations ex 10; p143, Conversation Practice ex 12; p144, Speaking ex 1; p144, Listening exs 2,5; p146, Speaking ex 1; p148, Video 8 ex 1</p>
--	--

<p>Flexibility:</p> <p>A2</p> <p>Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution.</p> <p>Can expand learned phrases through simple recombinations of their elements.</p>	<p>P35, Developing Conversations exs 9,10; p53, Developing Conversations ex 12; p66, Listening ex 4; p69, Words for Unit 8 ex 3; p70, Vocabulary ex 3; p74, Vocabulary ex 3; p82, Vocabulary ex 3; p91, Speaking ex 11; p105, Words for Unit 12 ex 4; p107, Conversation Practice ex 13; p110, Vocabulary ex 5; p115, Words for Unit 13 ex 4; p116, Vocabulary exs 1,2; p125, Developing Conversations ex 10; p129, Grammar ex 11; p155, Practice ex 7; p159, Key Words for Writing ex 11; p160, Speaking ex 1</p>
<p>Thematic development:</p> <p>A2</p> <p>Can tell a story or describe something in a simple list of points.</p>	<p>P83, Speaking ex 13; pps84-85, Reading ex 9; p85, Speaking exs 10,11; p107, Vocabulary ex 6; p108, Vocabulary ex 5; p108, Grammar ex 11; p110, Speaking ex 10; p126, Listening exs 1,2,5,6; p143, Conversation Practice ex 12</p>
<p>Coherence:</p> <p>A2</p> <p>Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points.</p> <p>Can link groups of words with simple connectors like "and, "but" and "because".</p>	<p>P72, Listening ex 5; p76, Video 4 ex 5; p81, Listening ex 10; pps82-83, Listening ex 6; p85, Speaking exs 10,11; pps92-93, Listening ex 6; p103, Reading ex 7</p>
<p>A1</p> <p>Can link words or groups of words with very basic linear connectors like 'and' or 'then'.</p>	<p>P153, Writing ex 3; p153, Key Words for Writing ex 4</p>



# Outcomes Elementary CEFR mapping

## Framework level: A1-A2

### Unit 1 People and places

#### Speaking (page 7)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
General linguistic range	Has a very basic range of simple expressions about personal details and needs of a concrete type. (A1)	1

#### Words for Unit 1 (page 7)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations. (A1)	2, 4, 5
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group. (A1)	3

#### Speaking (page 8)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Information exchange	Can ask and answer questions about themselves and other people, where they live, people they know, things they have. (A1)	1

#### Listening (page 8)

COMPONENT	SKILL 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)	2, 3
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group. (A1)	4

#### Where are you from?

#### Vocabulary (page 8)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations. (A1)	5, 6
Overall spoken production	Can produce simple mainly isolated phrases about people and places.(A1)	7

## Developing Conversations (page 9)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Overall written production	Can write simple isolated phrases and sentences. (A1)	8
Information exchange	Can ask and answer questions about themselves and other people, where they live, people they know, things they have. (A1)	9

## Grammar (page 9)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire. (A1)	10, 11, 13
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)	12
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group. (A1)	
Information exchange	Can ask and answer questions about themselves and other people, where they live, people they know, things they have. (A1)	13

## Conversation Practice (page 9)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Information exchange	Can ask and answer questions about themselves and other people, where they live, people they know, things they have. (A1)	14

## What do you do?

### Vocabulary (page 10)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations. (A1)	1, 3
Information exchange	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. (A1)	2, 4

## Listening (pages 10–11)

COMPONENT	SKILL 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)	5
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group. (A1)	6

Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required. (A1)	7
Information exchange	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. (A1)	8

### Grammar (page 11)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire. (A1)	9, 10, 12
Overall written production	Can write simple isolated phrases and sentences. (A1)	11
Overall spoken production	Can produce simple mainly isolated phrases about people and places. (A1)	
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required. (A1)	13

### Pronunciation (page 11)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group. (A1)	14, 15
Information exchange	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. (A1)	15

### Speaking (page 11)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Information exchange	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. (A1)	16

### A nice place to live Vocabulary (page 12)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations. (A1)	1, 2, 3
Overall spoken production	Can produce simple mainly isolated phrases about people and places. (A1)	4

### Reading (pages 12-13)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Overall spoken production	Can produce simple mainly isolated phrases about people and places. (A1)	5

Reading for information & argument	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. (A1)	6, 7
------------------------------------	---	------

### Grammar (page 13)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire. (A1)	8, 9, 11
Overall spoken production	Can produce simple mainly isolated phrases about people and places. (A1)	11

### Pronunciation (page 13)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group. (A1)	10

### Sounds and Vocabulary Review (page 13)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group. (A1)	12
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)	13
Overall written production	Can write simple isolated phrases and sentences. (A1)	

### Unit 2 Free time

#### Words for Unit 2 (page 15)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations. (A1)	1, 3, 4
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group. (A1)	2

## Do you want to come?

### Speaking (page 16)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Orthographic control	Can copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly.	1
Sustained monologue: Describing experience	Can describe him/herself, what he/she does and where he/she lives. (A1)	2

### Listening (page 16)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Overall spoken production	Can produce simple mainly isolated phrases about people and places. (A1)	3
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)	4
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group. (A1)	5

### Speaking (page 16)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Information exchange	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. (A1)	6

### Grammar (page 16)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire. (A1)	7, 8, 10
Overall written production	Can write simple isolated phrases and sentences. (A1)	8, 10
Sustained monologue: Describing experience	Can describe him/herself, what he/she does and where he/she lives. (A1)	11

### Pronunciation (page 16)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group. (A1)	9



## Developing Conversations (page 17)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required. (A1)	12
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)	13
Information exchange	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. (A1)	14

## Conversation Practice (page 17)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can discuss what to do, where to go and make arrangements to meet. (A2)	15, 16

## I usually finish at 5 Vocabulary (page 18)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations. (A1)	1, 3
Information exchange	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. (A1)	2

## Grammar (pages 18-19)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire. (A1)	4, 5
Overall written production	Can write simple isolated phrases and sentences. (A1)	5, 7
Sustained monologue: Describing experience	Can describe him/herself, what he/she does and where he/she lives. (A1)	6

## Reading (page 19)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Reading for information & argument	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. (A1)	8, 9
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire. (A1)	10

## Speaking (page 19)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Information exchange	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. (A1) Can indicate time by such phrases as next week, last Friday, in November, three o'clock. (A1)	11

## A lot of homework!

### Speaking (page 20)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Information exchange	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. (A1)	1

## Vocabulary (page 20)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations. (A1)	2, 3, 4
Information exchange	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. (A1)	4

## Listening (pages 20-21)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Understanding interaction between	Can generally identify the topic of discussion that is conducted slowly and clearly. (A2)	5
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, 6, 7
Information exchange	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. (A1)	8

## Grammar (page 21)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire. (A1)	9
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required. (A1)	10
Information exchange	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. (A1)	11
Overall written production	Can write simple isolated phrases and sentences. (A1)	12
Sustained monologue:	Can describe him/herself, what he/she does and where he/she lives. (A1)	13

## Sounds and Vocabulary Review (page 21)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group. (A1)	14
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)	15
Overall written production	Can write simple isolated phrases and sentences. (A1)	

## Video 1

### A Famous City (page 22)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Overall spoken production	Can produce simple mainly isolated phrases about people and places. (A1)	1, 2, 5
Watching TV and film	Can follow changes of topic of factual TV news items, and form an idea of the main content. (A2)	2, 3, 4
Sustained monologue: Describing experience	Can describe him/herself, what he/she does and where he/she lives. (A1)	5

## Understanding Fast Speech (page 22)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group. (A1)	6, 7

## Unit 3 Home

### Words for Unit 3 (page 25)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations. (A1)	1, 3, 4
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group. (A1)	2

## Is there one near here?

### Speaking (page 25)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Sustained monologue: Describing experience	Can describe him/herself, what he/she does and where he/she lives. (A1)	1

**Vocabulary (page 26)**

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations. (A1)	2
Sustained monologue: Describing experience	Can describe him/herself, what he/she does and where he/she lives. (A1)	3

**Grammar (pages 26-27)**

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations. (A1)	4
Reading for information & argument	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. (A1)	5
Information exchange	Can ask for and give directions referring to a map or plan. (A2)	6

**Listening (page 27)**

COMPONENT	SKILL 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, 8

**Developing conversations (page 27)**

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Information exchange	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. (A1)	9, 10

**Conversation Practice (page 27)**

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Information exchange	<p>Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. (A1)</p> <p>Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. (A1)</p> <p>Can ask for and give directions referring to a map or plan. (A2)</p>	11

**Family home**  
**Vocabulary** (page 28)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations. (A1)	1, 3, 5
Orthographic control	Can copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly. (A1)	
Sustained monologue: Describing experience	Can describe him/herself, what he/she does and where he/she lives. (A1)	2, 3
Overall written production	Can write simple isolated phrases and sentences. (A1)	4

**Reading** (pages 28–29)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Reading for information & argument	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. (A1)	6, 7
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations. (A1)	8
Overall spoken production	Can produce simple mainly isolated phrases about people and places. (A1)	9

**Grammar** (pages 28-29)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire. (A1)	10, 11
Overall spoken production	Can produce simple mainly isolated phrases about people and places. (A1)	12

**Speaking** (page 29)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Information exchange	Can ask and answer questions about themselves and other people, where they live, people they know, things they have. (A1)	13, 14
Overall spoken production	Can produce simple mainly isolated phrases about people and places. (A1)	14



## Can you help me?

### Listening (page 30)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Reading for information & argument	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. (A1)	1
Overall spoken production	Can produce simple mainly isolated phrases about people and places. (A1)	2
Goal-oriented co-operation (e.g. Repairing a car, discussing a document, organising an event)	Can ask people for things, and give people things. (A1)	
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)	3, 4

### Understanding Vocabulary (pages 30-31)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations. (A1)	5, 6
Overall spoken production	Can produce simple mainly isolated phrases about people and places. (A1)	7

### Grammar (page 31)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Understanding a native speaks interlocutor	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. (A1)	8
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire. (A1)	9
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group. (A1)	10
Overall written production	Can write simple isolated phrases and sentences. (A1)	11
Overall spoken interaction	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. (A1)	12

## Speaking (page 31)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Overall written production	Can write simple isolated phrases and sentences. (A1)	13
Overall spoken interaction	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. (A1)	14

## Sounds and Vocabulary Review (page 31)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group. (A1)	15
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)	16
Overall written production	Can write simple isolated phrases and sentences. (A1)	

## Unit 4 Holidays

### Words for Unit 4 (page 33)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	1, 3
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
Conversation	Can say what he/she likes and dislikes. (A2)	4

## I had a great weekend

### Listening (page 34)

COMPONENT	SKILL 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)	1
Understanding interaction between native speakers	Can generally identify the topic of discussion around him/her that is conducted slowly and clearly. (A2)	2
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
Conversation	Can say what he/she likes and dislikes. (A2)	4

**Grammar** (pages 34-35)

COMPONENT	SKILL 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)	5, 6, 7
Creative writing	Can write very short, basic descriptions of events, past activities and personal experiences. (A2)	8

**Developing conversations** (page 35)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs. (A2)	9, 10
Conversation	Can participate in short conversations in routine contexts on topics of interest. (A2)	
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)	
Flexibility	Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. (A2)	

**Pronunciation** (page 35)

COMPONENT	SKILL 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)	11, 12

**Conversation Practice** (page 35)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Creative writing	Can write very short, basic descriptions of events, past activities and personal experiences. (A2)	13
Conversation	Can participate in short conversations in routine contexts on topics of interest. (A2)	14
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)	
Information exchange	Can communicate in simple and routine tasks requiring a simple and direct exchange of information. (A2)	15

**A public holiday****Vocabulary** (page 36)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	1

Sustained monologue: Describing experience	Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience. (A2)	2, 5
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
Information exchange	Can exchange limited information on familiar and routine operational matters. (A2)	4

### Listening (page 37)

COMPONENT	SKILL 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, 7, 8
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
Sustained monologue: Describing experience	Can give short, basic descriptions of events and activities. (A2)	9
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	

### Grammar (page 37)

COMPONENT	SKILL 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)	10, 11, 12

### Speaking (page 37)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Creative writing	Can write very short, basic descriptions of events, past activities and personal experiences. (A2)	13
Sustained monologue: Describing experience	Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2)	

### Did you go anywhere nice?

#### Vocabulary (page 38)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. (A2)	1
Information exchange	Can ask and answer questions about what they do at work and in free time. (A2)	2

**Reading** (page 38)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Reading correspondence	Can understand short simple personal letters. (A2)	3
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, 5
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	5

**Speaking** (page 39)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Sustained monologue: Describing experience	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. (A2)	6

**Grammar** (page 39)

COMPONENT	SKILL 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)	7
Information exchange	Can ask and answer questions about pastimes and past activities. (A2)	9

**Pronunciation** (page 39)

COMPONENT	SKILL 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)	8

**Speaking** (page 39)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Information exchange	Can ask and answer questions about pastimes and past activities. (A2)	10, 11, 12
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)	



## Sounds and Vocabulary Review (page 39)

COMPONENT	SKILL 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)	13
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)	14
Orthographic control	Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary. (A2)	

## Video 2

### Alex the parrot (page 40)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Sustained monologue: Describing experience	Can use simple descriptive language to make brief statements about and compare objects and possessions. (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. (A2)	2
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)	3
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)	
Interviewing and being interviewed	Can make him/herself understood in an interview and communicating ideas and information on familiar topics, provided he/she can ask for clarification occasionally, and is given some help to express what he/she wants to. (A2)	4

## Understanding Fast Speech (page 40)

COMPONENT	SKILL 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, 6

## Unit 5 Shops

### Words for Unit 5 (page 43)

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

## How much is that red one?

### Developing conversations (page 44)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Transactions to obtain goods and services	Can ask about things and make simple transactions in shops, post offices or banks. (A2)	1, 2, 3

### Listening (page 45)

COMPONENT	SKILL 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
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)	

### Pronunciation (page 45)

COMPONENT	SKILL 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, 7

### Speaking (page 45)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. (A2)	8

### Grammar (page 45)

COMPONENT	SKILL 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)	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)	10
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	11

**Conversation Practice** (page 45)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Transactions to obtain goods and services	<p>Can deal with common aspects of everyday living such as travel, lodgings, eating and shopping. (A2)</p> <p>Can ask about things and make simple transactions in shops, post offices or banks. (A2)</p> <p>Can give and receive information about quantities, numbers, prices etc. (A2)</p> <p>Can make simple purchases by stating what is wanted and asking the price. (A2)</p>	12

**They're having a sale****Reading** (pages 46-47)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Information exchange	<p>Can ask and answer questions about habits and routines. (A2)</p> <p>Can ask and answer questions about pastimes and past activities. (A2)</p>	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, 3, 4
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

**Speaking** (page 46)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can generally identify the topic of discussion around him/her which is conducted slowly and clearly. (A2)	6
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)	

**Grammar** (page 46)

COMPONENT	SKILL 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)	7, 9, 10, 11
Conversation	Can participate in short conversations in routine contexts on topics of interest. (A2)	11

**Pronunciation** (page 46)

COMPONENT	SKILL 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)	8

**Do you sell ... ?****Speaking** (page 48)

COMPONENT	SKILL 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
Informal discussion (with friends)	Can generally identify the topic of discussion around him/her which is conducted slowly and clearly. (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)	2

**Vocabulary** (pages 48-49)

## Department stores

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	3, 4
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)	4

**Listening** (page 49)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can generally identify the topic of discussion around him/her that is conducted slowly and clearly. (A2)	5
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
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

**Speaking** (page 49)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	8, 9

Transactions to obtain goods and services	Can deal with common aspects of everyday living such as travel, lodgings, eating and shopping. (A2)  Can ask about things and make simple transactions in shops, post offices or banks. (A2)	9
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)	

### Sounds and Vocabulary Review (page 49)

COMPONENT	SKILL 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)	10
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)	11
Orthographic control	Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary. (A2)	

### Unit 6 Education

#### Words for Unit 6 (page 51)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	1, 3
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

### What are you studying?

#### Vocabulary (page 52)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	1, 2, 4
Sustained monologue: Describing experience	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. (A2)	3
Informal discussion (with friends)	Can generally identify the topic of discussion around him/her which is conducted slowly and clearly. (A2)	5
Sustained monologue: Describing experience	Can explain what he/she likes or dislikes about something. (A2)	
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)	



### Listening (page 53)

COMPONENT	SKILL 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, 7
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
Sustained monologue: Describing experience	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. (A2)	8

### Pronunciation (page 53)

COMPONENT	SKILL 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)	9
Orthographic control	Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary. (A2)	10
Information exchange	Can ask for and provide personal information. (A2)	11

### Developing Conversations (page 53)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Flexibility	Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. (A2)	12
Sustained monologue: Describing experience	Can give short, basic descriptions of events and activities. (A2) Can explain what he/she likes or dislikes about something. (A2)	13

### Conversation Practice (page 53)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Conversation	Can participate in short conversations in routine contexts on topics of interest. (A2)	14
Information exchange	Can ask for and provide personal information. (A2)	
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)	

**Learning and training**  
**Vocabulary** (page 54)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	1, 2
Sustained monologue: Describing experience	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. (A2)	2
Information exchange	Can ask for and provide personal information. (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)	4

**Listening** (pages 54-55)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	5
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, 7
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
Informal discussion (with friends)	Can generally identify the topic of discussion around her which is conducted slowly and clearly. (A2)	9
Sustained monologue: Describing experience	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. (A2)	
Information exchange	Can ask and answer questions about pastimes and past activities. (A2)	
Conversation	Can participate in short conversations in routine contexts on topics of interest. (A2)	10
Information exchange	Can ask and answer questions about what they do at work and in free time. (A2)	

**Grammar** (page 55)

COMPONENT	SKILL 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, 12
Sustained monologue: Describing experience	Can describe people, places and possessions in simple terms. (A2)	12

**Growing up bilingual**  
**Vocabulary** (page 56)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	1
Conversation	Can participate in short conversations in routine contexts on topics of interest. (A2)	2
Sustained monologue: Describing experience	Can describe people, places and possessions in simple terms. (A2)	

**Reading** (pages 56-57)

COMPONENT	SKILL 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)	3
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	4
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, 6, 7
Informal discussion (with friends)	Can agree and disagree with others. (A2)	6, 8
Sustained monologue: Describing experience	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. (A2)	8

**Grammar** (page 56)

COMPONENT	SKILL 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)	9, 10, 11, 12
Information exchange	Can ask for and provide personal information. (A2)	12

**Speaking** (page 57)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Sustained monologue: Describing experience	Can describe his/her family, living conditions, educational background, present or most recent job. (A2)	13
Informal discussion (with friends)	Can agree and disagree with others. (A2)	14

## Sounds and Vocabulary Review (page 57)

COMPONENT	SKILL 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)	15
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)	16
Orthographic control	Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary. (A2)	

## Video 3

### Photo camp (page 58)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Sustained monologue: Describing experience	Can describe people, places and possessions in simple terms. (A2)	1, 6
Watching TV and film	Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary. (A2)	2
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)	3
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
Sustained monologue: Describing experience	Can explain what he/she likes or dislikes about something. (A2)	5
Information exchange	Can ask for and provide personal information. (A2)	6

## Understanding Fast Speech (page 58)

COMPONENT	SKILL 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, 8

## Unit 7 People I know

### Words for Unit 7 (page 61)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	1, 3

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
----------------------	---	---

### Cousins, aunts and uncles

#### Vocabulary (page 62)

##### Relationships

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	1, 2, 3
Sustained monologue: Describing experience	Can describe people, places and possessions in simple terms. (A2)	4

#### Listening (page 63)

COMPONENT	SKILL 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

#### Grammar (page 63)

COMPONENT	SKILL 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)	7, 8

#### Developing Conversations (pages 62-63)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Conversation	Can participate in short conversations in routine contexts on topics of interest. (A2)	9, 10, 11
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)	

#### Pronunciation (page 63)

COMPONENT	SKILL 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)	12, 13

## Conversation Practice (page 63)

COMPONENT	SKILL 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)	14
Information exchange	Can ask for and provide personal information. (A2)	15
Conversation	Can participate in short conversations in routine contexts on topics of interest. (A2)	
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)	

## I have to do a lot of housework

### Vocabulary (page 64)

Jobs and activities in the home

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	1, 2
Sustained monologue: Describing experience	Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2)  Can explain what he/she likes or dislikes about something. (A2)	3

## Speaking (page 64)

COMPONENT	SKILL 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
Sustained monologue: Describing experience	Can describe his/her family, living conditions, educational background, present or most recent job. (A2) Can explain what he/she likes or dislikes about something. (A2)	

## Reading (pages 64-65)

COMPONENT	SKILL 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, 6
Sustained monologue: Describing experience	Can explain what he/she likes or dislikes about something. (A2)	7

**Grammar** (page 65)

COMPONENT	SKILL 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, 11
Sustained monologue: Describing experience	Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2)	11

**Speaking** (page 65)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Sustained monologue: Describing experience	Can explain what he/she likes or dislikes about something. (A2)	12, 13, 14
Informal discussion (with friends)	Can agree and disagree with others. (A2)	

**My circle of friends****Speaking** (page 66)

COMPONENT	SKILL 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)	1
Sustained monologue: Describing experience	Can describe people, places and possessions in simple terms. (A2)	

**Listening** (page 66)

COMPONENT	SKILL 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)	2, 3, 4
Flexibility	Can expand learned phrases through simple recombinations of their elements. (A2)	4
Sustained monologue: Describing experience	Can describe people, places and possessions in simple terms. (A2)	5

**Vocabulary** (page 66)

## Describing people

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	6, 7, 8



Sustained monologue: Describing experience	Can describe people, places and possessions in simple terms. (A2)	8
---	---	---

### Speaking (page 66)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Sustained monologue: Describing experience	Can describe people, places and possessions in simple terms. (A2)	9, 10
Information exchange	Can ask for and provide personal information. (A2)	

### Sounds and Vocabulary Review (page 66)

COMPONENT	SKILL 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)	11
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)	12
Orthographic control	Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary. (A2)	

### Unit 8 Plans

#### Words for Unit 8 (page 69)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	1
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
Flexibility	Can expand learned phrases through simple recombinations of their elements. (A2)	3

### What are your plans?

#### Speaking (page 70)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Information exchange	Can ask and answer questions about pastimes and past activities. (A2)	1
Sustained monologue: Describing experience	Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2)	

## Vocabulary (page 70)

### Common activities

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	2, 3
Flexibility	Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. (A2)	3

## Listening (page 70)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can generally identify the topic of discussion around him/her that is conducted slowly and clearly. (A2)	4
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

## Grammar (page 71)

COMPONENT	SKILL 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, 10
Conversation	Can participate in short conversations in routine contexts on topics of interest. (A2)	10

## Pronunciation (page 71)

COMPONENT	SKILL 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)	8, 9
Sociolinguistic appropriateness	Can socialise simply but effectively using the simplest common expressions and following basic routines. (A2)	9

## Developing Conversations (page 71)

COMPONENT	SKILL 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)	11, 12
Sociolinguistic appropriateness	Can socialise simply but effectively using the simplest common expressions and following basic routines. (A2)	
Informal discussion (with friends)	Can make and respond to suggestions. (A2)	13

## Conversation Practice (page 71)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can make and respond to suggestions. (A2)  Can discuss what to do in the evening, at the weekend. (A2)	14

## Hopes and dreams

### Listening (page 72)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative 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, 3
Processing text	Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience. (A2)	4
Conversation	Can participate in short conversations in routine contexts on topics of interest. (A2)	5
Coherence	Can link groups of words with simple connectors like "and", "but" and "because". (A2)	

## Vocabulary (page 73)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	6, 7
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)	
Sustained monologue: Describing experience	Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2)	7

## Grammar (page 73)

COMPONENT	SKILL 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, 10, 11
Sustained monologue: Describing experience	Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2)	10, 11

## Pronunciation (page 73)

COMPONENT	SKILL 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)	9

## For and against Speaking (page 74)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Formal discussion (meetings)	Can say what he/she thinks about things when addressed directly in a formal meeting, provided he/she can ask for repetition of key points if necessary. (A2)	1
Informal discussion (with friends)	Can agree and disagree with others. (A2)	

## Vocabulary (page 74) For and against

COMPONENT	SKILL 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)	2
Sustained monologue: Describing experience	Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2)	3
Flexibility	Can expand learned phrases through simple recombinations of their elements. (A2)	
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
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	4

## Reading (page 75)

COMPONENT	SKILL 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, 6
Informal discussion (with friends)	Can agree and disagree with others. (A2)	7

## Speaking (page 75)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Overall written production	Can write a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because". (A2)	8

Informal discussion (with friends)	Can generally identify the topic of discussion around her which is conducted slowly and clearly. (A2) Can agree and disagree with others. (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)	
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	

### Sounds and Vocabulary Review (page 75)

COMPONENT	SKILL 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)	10
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)	11
Orthographic control	Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary. (A2)	

### Video 4

#### Two Kenyan guys in Texas (page 76)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Sustained monologue: Describing experience	Can describe people, places and possessions in simple terms. (A2)	1, 5
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)	2
Watching TV and film	Can follow changes of topic of factual TV news items, and form an idea of the main content. (A2)	
Watching TV and film	Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary. (A2)	3, 4
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
Sustained monologue: Describing experience	Can describe his/her family, living conditions, educational background, present or most recent job. (A2)  Can use simple descriptive language to make brief statements about and compare objects and possessions. (A2)  Can explain what he/she likes or dislikes about something. (A2)	5
Coherence	Can link groups of words with simple connectors like "and", "but" and "because". (A2)	

## Understanding Fast Speech (page 76)

COMPONENT	SKILL 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, 8

## Unit 9 Experiences

### Words for Unit 9 (page 79)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	1, 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)	2
Propositional precision	Can communicate what he/she wants to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations he/she generally has to compromise the message. (A2)	3

## Have you ever been there?

### Speaking (page 80)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Sustained monologue: Describing experience	Can describe people, places and possessions in simple terms. (A2)	1, 3
Orthographic control	Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary. (A2)	2

## Grammar (pages 80-81)

COMPONENT	SKILL 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)	4, 5, 6, 7
Information exchange	Can ask and answer questions about pastimes and past activities. (A2)	5, 7

## Listening (page 81)

COMPONENT	SKILL 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, 9
Sustained monologue: Describing experience	Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2)	10

Coherence	Can link groups of words with simple connectors like "and, "but" and "because". (A2)	
-----------	--	--

### Developing Conversations (page 81)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Planning	Can recall and rehearse an appropriate set of phrases from his/her repertoire. (A2)	11
Information exchange	Can ask and answer questions about pastimes and past activities. (A2)	12
Informal discussion (with friends)	Can make and respond to suggestions. (A2)	
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)	

### Conversation Practice (page 81)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Conversation	Can participate in short conversations in routine contexts on topics of interest. (A2)	13
Information exchange	Can ask and answer questions about pastimes and past activities. (A2)	
Informal discussion (with friends)	Can make and respond to suggestions. (A2)	
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)	

### What's happened?

#### Vocabulary (page 82)

#### Problems

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary for coping with simple survival needs. (A2)	
Conversation	Can participate in short conversations in routine contexts on topics of interest. (A2)	2
Flexibility	Can expand learned phrases through simple recombinations of their elements. (A2)	3

### Listening (pages 82-83)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can generally identify the topic of discussion around him/her that is conducted slowly and clearly. (A2)	4
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
Sustained monologue: Describing experience	Can describe people, places and possessions in simple terms. (A2)	



Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	6
Coherence	Can link groups of words with simple connectors like "and, "but" and "because". (A2)	

### Grammar (page 83)

COMPONENT	SKILL 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)	7, 8, 11, 12
Conversation	Can participate in short conversations in routine contexts on topics of interest. (A2)	11, 12

### Pronunciation (page 83)

COMPONENT	SKILL 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)	9, 10

### Speaking (page 83)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Sustained monologue: Describing experience	Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2)	13
Thematic development	Can tell a story or describe something in a simple list of points. (A2)	
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)	
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	

### Memorable experiences

#### Vocabulary (page 84)

#### Describing experiences

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	1, 2, 3
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)	3

## Reading (pages 84-85)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Sustained monologue: Describing experience	Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2)	4
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, 6, 8
Sustained monologue: Describing experience	Can explain what he/she likes or dislikes about something. (A2)	7
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	8, 9
Sustained monologue: Describing experience	Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2)	9
Thematic development	Can tell a story or describe something in a simple list of points. (A2)	

## Speaking (page 85)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	10-11
Sustained monologue: Describing experience	Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2)	
Thematic development	Can tell a story or describe something in a simple list of points. (A2)	
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)	
Coherence	Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points. (A2)	

## Sounds and Vocabulary Review (page 85)

COMPONENT	SKILL 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)	12
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)	13
Orthographic control	Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary. (A2)	

## Unit 10 Travel

### Words for Unit 10 (page 87)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	1, 3
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

### When's the next train?

#### Vocabulary (page 88)

COMPONENT	SKILL 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, 2
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

#### Listening (page 88)

COMPONENT	SKILL 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
Sustained monologue: Describing experience	Can give short, basic descriptions of events and activities. (A2)	6

#### Developing Conversations (pages 88-89)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)  Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. (A2)	7, 8, 9
Sustained monologue: Describing experience	Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2)	9

#### Pronunciation (page 89)

COMPONENT	SKILL 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)	10
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)	11

**Conversation Practice (page 89)**

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Reading for orientation	Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables. (A2)	12, 13
Transactions to obtain goods and services	Can get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets. (A2)	
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. (A2)	

**Getting around****Vocabulary (page 90)**

## Transport

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	1, 2
Conversation	Can participate in short conversations in routine contexts on topics of interest. (A2)	3
Sustained monologue: Describing experience	Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2)	
Informal discussion (with friends)	Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. (A2)	

**Reading (page 90)**

COMPONENT	SKILL 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)	4, 5
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)	6, 7

**Grammar (page 91)**

COMPONENT	SKILL 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
Sustained monologue: Describing experience	Can describe people, places and possessions in simple terms. (A2)	10

## Speaking (page 91)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Sustained monologue: Describing experience	Can describe people, places and possessions in simple terms. (A2)	11
Flexibility	Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. (A2)	

## Where's the best place to go?

### Developing conversations (page 92)

COMPONENT	SKILL 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, 2
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)	
Information exchange	Can deal with practical everyday demands: finding out and passing on straightforward factual information. (A2)	3
Transactions to obtain goods and services	Can get all the information needed from a tourist office, as long as it is of a straightforward, non-specialised nature. (A2)	
Informal discussion (with friends)	Can make and respond to suggestions. (A2)	

## Listening (pages 92-93)

COMPONENT	SKILL 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
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)	5
Sustained monologue: Describing experience	Can explain what he/she likes or dislikes about something. (A2)  Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2)	6
Coherence	Can link groups of words with simple connectors like "and", "but" and "because". (A2)	

## Grammar (page 93)

COMPONENT	SKILL 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)	7, 8

## Speaking (page 93)

COMPONENT	SKILL 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)	9, 10
Sustained monologue: Describing experience	Can describe people, places and possessions in simple terms. (A2)	10
Informal discussion (with friends)	Can agree and disagree with others. (A2)	

## Sounds and Vocabulary Review (page 93)

COMPONENT	SKILL 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)	11
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)	12
Orthographic control	Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary. (A2)	

## Video 5

### Barecelona's street life (page 94)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Sustained monologue: Describing experience	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. (A2)	1, 5
Watching TV and film	Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary. (A2)	2, 4
Sustained monologue: Describing experience	Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2) Can explain what he/she likes or dislikes about something. (A2)	3
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

## Understanding Fast Speech (page 94)

COMPONENT	SKILL 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, 7

## Unit 11 Food

### Words for Unit 11 (page 97)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	1, 3
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

### Are you ready to order?

#### Speaking (page 98)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Sustained monologue: Describing experience	Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2)	1

### Vocabulary (page 98)

#### Restaurants

COMPONENT	SKILL 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)	2
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)	3

### Listening (pages 98-99)

COMPONENT	SKILL 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
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	5
Informal discussion (with friends)	Can agree and disagree with others. (A2)	6
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)	

### Developing Conversations Practice (page 99)

COMPONENT	SKILL 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, 9



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)	8
Transactions to obtain goods and services	Can order a meal. (A2)	
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)	9

### Conversation Practice (page 99)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Reading for orientation	Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables. (A2)	10
Transactions to obtain goods and services	Can order a meal. (A2)	11
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	

### What's on this menu?

#### Vocabulary (page 100)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary for coping with simple survival needs. (A2)	1, 2, 3
Sustained monologue: Describing experience	Can use simple descriptive language to make brief statements about and compare objects and possessions. (A2)	4
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	

### Listening (pages 100-101)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can generally identify the topic of discussion around him/her that is conducted slowly and clearly. (A2)	5
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
Sustained monologue: Describing experience	Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2)	7

### Grammar (page 101)

COMPONENT	SKILL 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

Informal discussion (with friends)	Can agree and disagree with others. (A2)	9, 11
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	10

### Speaking (page 101)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Information exchange	Can communicate in simple and routine tasks requiring a simple and direct exchange of information. (A2)	12, 13
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	

### A healthy diet

#### Grammar (page 102)

COMPONENT	SKILL 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)	1
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)	2, 3, 4
Sustained monologue: Describing experience	Can give short, basic descriptions of events and activities. (A2)	4

### Reading (page 103)

COMPONENT	SKILL 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
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)	6
Sustained monologue: Describing experience	Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2) Can explain what he/she likes or dislikes about something. (A2)	7
Coherence	Can link groups of words with simple connectors like "and", "but" and "because". (A2)	

### Understanding vocabulary (page 103)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	8, 9, 10
Sustained monologue: Describing experience	Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2)	10

## Sounds and Vocabulary Review (page 103)

COMPONENT	SKILL 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)	11
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)	12
Orthographic control	Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary. (A2)	

## Unit 12 Feelings

### Words for Unit 12 (page 105)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	1, 3
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
Flexibility	Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. (A2)	4

## Are you ok?

### Listening (page 106)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary for coping with simple survival needs. (A2)	1, 3
Understanding interaction between native speakers	Can generally identify the topic of discussion around him/her that is conducted slowly and clearly. (A2)	2
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

## Vocabulary (page 107)

### Health problems

COMPONENT	SKILL 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
Vocabulary range	Has a sufficient vocabulary for coping with simple survival needs. (A2)	
Sustained monologue: Describing experience	Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2)	6
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs. (A2)	
Thematic development	Can tell a story or describe something in a simple list of points. (A2)	

## Grammar (page 107)

COMPONENT	SKILL 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)	7, 8
Informal discussion (with friends)	Can make and respond to suggestions. (A2)	8

## Pronunciation (page 107)

COMPONENT	SKILL 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)	9, 10

## Developing Conversation (page 107)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can make and respond to suggestions. (A2)	11
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)	12

## Conversation Practice (page 107)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can make and respond to suggestions. (A2)	13
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)	
Flexibility	Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. (A2)	

## Feeling good?

### Speaking (page 108)

COMPONENT	SKILL 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)	1
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)	

**Vocabulary (page 108)****Feelings**

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	2, 3, 4, 5
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)	3, 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)	4
Thematic development	Can tell a story or describe something in a simple list of points. (A2)	5
Sustained monologue: Describing experience	Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2)	

**Listening (page 108)**

COMPONENT	SKILL 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, 7, 8
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	

**Grammar (page 108)**

COMPONENT	SKILL 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)	9, 10
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	10
Sustained monologue: Describing experience	Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2)	11
Thematic development	Can tell a story or describe something in a simple list of points. (A2)	

**Good and bad news****Speaking (page 110)**

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	1
Sustained monologue: Describing experience	Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2)	
	Can explain what he/she likes or dislikes about something. (A2)	

**Vocabulary (page 110)**

In the news

COMPONENT	SKILL 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)	2
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)	
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. Can describe everyday aspects of his environment e.g. people, places, a job or study experience. (A2)	5
Flexibility	Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. (A2)	

**Reading (pages 110–111)**

COMPONENT	SKILL 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)	6, 7
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)	8, 9

**Speaking (page 110)**

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Thematic development	Can tell a story or describe something in a simple list of points. (A2)	10
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)	

**Sounds and Vocabulary Review (page 110)**

COMPONENT	SKILL 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)	11
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)	12
Orthographic control	Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary. (A2)	

## Video 6

### Wearing a glove of venomous ants (page 112)

COMPONENT	SKILL 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, 4
Sustained monologue: Describing experience	Can give short, basic descriptions of events and activities. (A2)	2
Compensation	Can use an inadequate word from his/her repertoire and use gesture to clarify what he/she wants to say. (A2)	
Watching TV and film	Can follow changes of topic of factual TV news items, and form an idea of the main content.(A2)	3
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
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)	
Sustained monologue: Describing experience	Can explain what he/she likes or dislikes about something. (A2)	5
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)	

### Understanding Fast Speech (page 112)

COMPONENT	SKILL 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, 7

## Unit 13 Nature

### Words for Unit 13 (page 115)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	1, 3
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
Flexibility	Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. (A2)	4



## What's the forecast?

### Vocabulary (page 116)

#### Weather

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs. (A2)	1, 2
Flexibility	Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. (A2)	
Sustained monologue: Describing experience	Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience. (A2)  Can explain what he/she likes or dislikes about something. (A2)	3

### Listening (page 116)

COMPONENT	SKILL 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

### Grammar (page 116)

#### *might be and be going to*

COMPONENT	SKILL 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)	5, 6, 9, 10
Overall written production	Can write a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because". (A2)	9
Sustained monologue: Describing experience	Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2)	10

### Pronunciation (page 117)

COMPONENT	SKILL 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, 8

### Developing Conversations (page 117)

COMPONENT	SKILL 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, 13
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)	12

Conversation	Can participate in short conversations in routine contexts on topics of interest. (A2)	13
--------------	--	----

### Conversation Practice (page 117)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Conversation	Can participate in short conversations in routine contexts on topics of interest. (A2)	14, 15
	Can make and respond to invitation and apologies. (A2)	
Informal discussion (with friends)	Can make and respond to suggestions. (A2)	
	Can discuss what to do in the evening, at the weekend. (A2)	

### Country girl?

#### Vocabulary (page 118)

The countryside and the city

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	1, 2
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)	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)	3, 4
Sustained monologue: Describing experience	Can describe people, places and possessions in simple terms. (A2)	4

### Reading (page 118)

COMPONENT	SKILL 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, 6
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)	7, 8
Informal discussion (with friends)	Can agree and disagree with others. (A2)	9
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	
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)	

### Speaking (page 118)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	

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)	10
Sustained monologue: Describing experience	Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience. (A2)	

### They're lovely animals!

#### Vocabulary (page 120)

##### Animals

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	1, 4
Sustained monologue: Describing experience	Can explain what he/she likes or dislikes about something. (A2)	2
Informal discussion (with friends)	Can agree and disagree with others. (A2)	
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)	3
Sustained monologue: Describing experience	Can describe people, places and possessions in simple terms. (A2)	4

#### Listening (page 120)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can generally identify the topic of discussion around him/her that is conducted slowly and clearly. (A2)	5
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
Sustained monologue: Describing experience	Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2)	7

#### Grammar (page 121)

##### Present perfect to say *how long*

COMPONENT	SKILL 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
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)	10

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)	11
Information exchange	Can ask for and provide personal information. (A2)	12

### Sounds and Vocabulary Review (page 121)

COMPONENT	SKILL 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)	13
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)	14
Orthographic control	Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary. (A2)	

### Unit 14 Opinions

#### Words for Unit 14 (page 123)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	1, 3
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

### What was the film like?

#### Speaking (page 124)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Sustained monologue: Describing experience	Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2)  Can explain what he/she likes or dislikes about something. (A2)	1
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)	

### Vocabulary (page 125)

#### Describing films, plays and musicals

COMPONENT	SKILL 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)	2
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	
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)	3

## Listening (page 125)

COMPONENT	SKILL 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
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	5, 6
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)	6

## Developing Conversations (page 125)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Information exchange	Can ask and answer questions about pastimes and past activities. (A2) Can ask for and provide personal information. (A2)	7, 8, 9, 10
Flexibility	Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. (A2)	10

## Conversation Practice (page 125)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Conversation	Can participate in short conversations in routine contexts on topics of interest. (A2)	11, 12
Information exchange	Can ask and answer questions about pastimes and past activities. (A2)	

## What do you think will happen?

### Listening (page 126)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Thematic development	Can tell a story or describe something in a simple list of points. (A2)	1, 2, 5, 6
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)	
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
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

## Grammar (pages 126-127)

COMPONENT	SKILL 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)	7, 8

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)	9, 12, 13, 14
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)	12
Creative writing	Can write about everyday aspects of his environment e.g. people, places, a job or study experience in linked sentences. (A2)	13
Informal discussion (with friends)	Can agree and disagree with others. (A2)	14

### Pronunciation (page 127)

COMPONENT	SKILL 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)	10, 11
Orthographic control	Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary. (A2)	10

### A better life

#### Vocabulary (page 128)

Life and society

COMPONENT	SKILL 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, 4
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	2, 4
Creative writing	Can write about everyday aspects of his environment e.g. people, places, a job or study experience in linked sentences. (A2)	3

### Reading (page 129)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can generally identify the topic of discussion around her which is conducted slowly and clearly. (A2)	5
Sustained monologue: Describing experience	Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience. (A2)	
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)	6, 7, 8
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)	
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)	9

## Grammar (page 129)

COMPONENT	SKILL 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)	10
Flexibility	Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. (A2)	11
Creative writing	Can write about everyday aspects of his environment e.g. people, places, a job or study experience in linked sentences. (A2)	

## Speaking (page 129)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Sustained monologue: Describing experience	Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience. (A2)	12
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)	

## Sounds and Vocabulary Review (page 129)

COMPONENT	SKILL 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)	13
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)	14
Orthographic control	Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary. (A2)	

## Video 7

### National symbols (page 130)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
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)	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
Sustained monologue: Describing experience	Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience. (A2)	3
Watching TV and film	Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary. (A2)	4, 5



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)	
Sustained monologue: Describing experience	Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2)  Can explain what he/she likes or dislikes about something. (A2)	6, 7

## Unit 15 Technology

### Words for Unit 15 (page 133)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	1, 3
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

## Can you recommend anything?

### Vocabulary (page 134)

#### Machines and technology

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. (A2)	1, 3
Sustained monologue: Describing experience	Can use simple descriptive language to make brief statements about and compare objects and possessions. (A2)	2

## Listening (page 134)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can generally identify the topic of discussion around him/her that is conducted slowly and clearly. (A2)	4
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
Sustained monologue: Describing experience	Can use simple descriptive language to make brief statements about and compare objects and possessions. (A2)	6

## Grammar (page 135)

COMPONENT	SKILL 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)	7, 8, 9
Informal discussion (with friends)	Can make and respond to suggestions. (A2)	8

Overall written production	Can write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”. (A2)	9
Sustained monologue: Describing experience	Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2)	

### Developing Conversations (page 135)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Information exchange	Can deal with practical everyday demands: finding out and passing on straightforward factual information. (A2)	10, 11
Conversation	Can participate in short conversations in routine contexts on topics of interest. (A2)	

### Conversation Practice (page 135)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Sustained monologue: Describing experience	Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2)  Can describe people, places and possessions in simple terms. (A2)	12, 13, 14
Informal discussion (with friends)	Can make and respond to suggestions. (A2)	

### Email me the link

#### Vocabulary (page 136)

#### Computers and the internet

COMPONENT	SKILL 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
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. (A2)	2
Sustained monologue: Describing experience	Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2)	3
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
Understanding a native speaker interlocutor	Can understand what is said clearly, slowly and directly to him/her in simple everyday conversation; can be made to understand, if the speaker can take the trouble. (A2)	7

### Pronunciation (page 137)

COMPONENT	SKILL 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)	4, 5

## Listening (page 137)

COMPONENT	SKILL 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, 10, 11
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)	
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)	9, 10
Sustained monologue: Describing experience	Can explain what he/she likes or dislikes about something. (A2)	11, 12
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	12

## It'll solve all our problems

### Vocabulary (page 138)

What technology does

COMPONENT	SKILL 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, 2
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	

## Reading (page 138)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
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)	3, 5
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, 5
Informal discussion (with friends)	Can agree and disagree with others. (A2)	4, 5

## Grammar (page 138)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Information exchange	Can ask for and provide personal information. (A2)	7
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

## Speaking (page 139)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Sustained monologue: Describing experience	Can use simple descriptive language to make brief statements about and compare objects and possessions. (A2) Can explain what he/she likes or dislikes about something. (A2)	9

## Sounds and Vocabulary Review (page 139)

COMPONENT	SKILL 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)	10
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)	11
Orthographic control	Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary. (A2)	

## Unit 16 Love

### Words for Unit 16 (page 141)

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

## Did I tell you my news?

### Vocabulary (pages 142-143)

Love and marriage

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	1, 2
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)	3
Conversation	Can participate in short conversations in routine contexts on topics of interest. (A2)	4, 5
Sociolinguistic appropriateness	Can socialise simply but effectively using the simplest common expressions and following basic routines. (A2)	

## Listening (page 143)

COMPONENT	SKILL 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, 7

Sustained monologue: Describing experience	Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2)	8
---	--	---

### Developing Conversations (page 143)

COMPONENT	SKILL 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)	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
Sociolinguistic appropriateness	Can socialise simply but effectively using the simplest common expressions and following basic routines. (A2)	

### Conversation Practice (page 143)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Creative writing	Can write very short, basic descriptions of events, past activities and personal experiences. (A2)	11
Thematic development	Can tell a story or describe something in a simple list of points. (A2)	12
Conversation	Can participate in short conversations in routine contexts on topics of interest. (A2)	
Sociolinguistic appropriateness	Can socialise simply but effectively using the simplest common expressions and following basic routines. (A2)	

### Love at first sight

#### Speaking (page 144)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	1
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)	

#### Listening (page 144)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
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, 5
Understanding interaction between native speakers	Can generally identify the topic of discussion around him/her that is conducted slowly and clearly. (A2)	3
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

**Grammar** (page 145)

## Past continuous

COMPONENT	SKILL 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

**Pronunciation** (page 145)

COMPONENT	SKILL 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)	8, 9

**Speaking** (page 145)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Sustained monologue: Describing experience	Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2)	10, 11
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)	

**I promise****Speaking** (page 146)

COMPONENT	SKILL 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)	1
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)	

**Grammar** (page 146)

COMPONENT	SKILL 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)	2, 3

**Reading** (pages 146-147)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Sustained monologue: Describing experience	Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2)	4, 8

Reading for orientation	Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables. (A2)	5
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, 7
Sustained monologue: Describing experience	Can explain what he/she likes or dislikes about something. (A2)	8

### Speaking (page 146)

COMPONENT	SKILL 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)	9
Creative writing	Can write short, simple imaginary biographies and simple poems about people. (A2)	10
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)	11

### Sounds and Vocabulary Review (page 146)

COMPONENT	SKILL 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)	12
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)	13
Orthographic control	Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary. (A2)	

### Video 8

#### Snow magic! (page 148)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
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)	1
Watching TV and film	Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary. (A2)	2, 3, 4
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)	



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)	
Sustained monologue: Describing experience	Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2)  Can use simple descriptive language to make brief statements about and compare objects and possessions. (A2)	5

### Understanding Fast Speech (page 148)

COMPONENT	SKILL 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, 7

### 1 Writing: Forms

#### Vocabulary (page 150)

##### Common questions

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Information exchange	Can ask and answer questions about themselves and other people, where they live, people they know, things they have. (A1)	1, 2

#### Writing (page 150)

##### Completing forms

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Notes, messages & forms	Can write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country etc. such as on a hotel registration form. (A1)	3
Processing text	Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience. (A2)	

#### Vocabulary (pages 150-151)

##### Nationalities

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations. (A1)	4, 5
Sustained monologue: Describing experience	Can describe people, places and possessions in simple terms. (A2)	5, 6

#### Practice (page 151)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Notes, messages & forms	Can write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country etc. such as on a hotel registration form. (A1)	7

## 2 Writing: Pen friends

### Speaking (page 152)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Sustained monologue: Describing experience	Can explain what he/she likes or dislikes about something. (A2)  Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2)	1

### Writing (page 153)

COMPONENT	SKILL 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)	2
Reading correspondence	Can understand short simple personal letters. (A2)	
Sustained monologue: Describing experience	Can describe him/herself, what he/she does and where he/she lives. (A1)	3
Coherence	Can link words or groups of words with very basic linear connectors like 'and' or 'then'. (A1)	

### Key Words for Writing (page 153)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Coherence	Can link words or groups of words with very basic linear connectors like 'and' or 'then'. (A1)	4

### Practice (page 153)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Creative writing	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do. (A1)	5
Overall written interaction	Can ask for or pass on personal details in written form (A1)	

## 3 Writing: Cards

### Speaking (pages 154-155)

COMPONENT	SKILL 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
Sustained monologue: Describing experience	Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2)	2

## Vocabulary (page 155)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Processing text	Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience. (A2)	3
Overall written interaction	Can write short, simple formulaic notes relating to matters in areas of immediate need. (A2)	

## Key Words for Writing (page 155)

COMPONENT	SKILL 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
Conversation	Can participate in short conversations in routine contexts on topics of interest. (A2)	5, 6

## Practice (page 155)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Overall written interaction	Can write short, simple formulaic notes relating to matters in areas of immediate need. (A2)	7
Flexibility	Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. (A2)	

## 4 Writing: Making arrangements

### Speaking (page 156)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Sustained monologue: Describing experience	Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2)  Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience. (A2)	1

## Writing (page 156)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Reading correspondence	Can understand short simple personal letters. (A2)	2, 3
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs. (A2)	
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

## Grammar (page 157)

COMPONENT	SKILL 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)	5
Sustained monologue: Describing experience	Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2)	6

## Key Words for Writing (page 157)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Overall written production	Can write a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because". (A2)	7
Information exchange	Can give and follow simple directions and instructions e.g. explain how to get somewhere. (A2)	8
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)	9

## Practice (page 157)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Notes, messages & forms	Can write short, simple notes and messages relating to matters in areas of immediate need. (A2)	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)	

## 5 Writing: Visiting friends

### Speaking (page 158)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Sustained monologue: Describing experience	Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2)	1

## Vocabulary (page 158)

### Places to visit

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	2
Sustained monologue: Describing experience	Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience. (A2)	3

**Writing 1** (pages 158-159)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Reading correspondence	Can understand short simple personal letters. (A2)	4
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
Notes, messages & forms	Can write short, simple notes and messages relating to matters in areas of immediate need. (A2)	6

**Writing 2** (page 159)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Reading correspondence	Can understand short simple personal letters. (A2)	7, 8

**Key Words for Writing** (page 159)

COMPONENT	SKILL 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)	9
Informal discussion (with friends)	Can make and respond to suggestions. (A2)	9, 10
Flexibility	Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. (A2)	11

**Practice** (page 159)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Correspondence	Can write very simple personal letters expressing thanks and apology. (A2)	13
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 Writing: Describing food****Speaking** (page 160)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Sustained monologue: Describing experience	Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2)	1
Flexibility	Can expand learned phrases through simple recombinations of their elements. (A2)	

## Writing (page 161)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Reading correspondence	Can understand basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation etc.) on familiar topics (A2)	2
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)	
Sustained monologue: Describing experience	Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2)	3

## Key Words for Writing (page 161)

COMPONENT	SKILL 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)	4
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs. (A2)	5

## Practice (page 161)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	6, 7
Creative writing	Can write about everyday aspects of his environment e.g. people, places, a job or study experience in linked sentences. (A2)	7
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 Writing: Describing photos

### Speaking (page 162)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Sustained monologue: Describing experience	Can give short, basic descriptions of events and activities. (A2)  Can explain what he/she likes or dislikes about something. (A2)	1

## Writing (page 162)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	2
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

Sustained monologue: Describing experience	Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2)  Can explain what he/she likes or dislikes about something. (A2)	4
---	---	---

### Key Words for Writing (page 163)

COMPONENT	SKILL 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
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

### Grammar (page 163)

COMPONENT	SKILL 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

### Practice (page 163)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Creative writing	Can write very short, basic descriptions of events, past activities and personal experiences. (A2)	9, 10

## 8 Writing: Messages Speaking (page 164)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Sustained monologue: Describing experience	Can give short, basic descriptions of events and activities. (A2)	1

### Writing (page 164)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Reading correspondence	Can understand short simple personal letters. (A2)	2
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)	
Conversation	Can participate in short conversations in routine contexts on topics of interest. (A2)	3



**Grammar** (page 165)

COMPONENT	SKILL 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
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)	5, 6

**Key Words for Writing** (page 165)

COMPONENT	SKILL 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)	7, 8

**Practice** (page 165)

COMPONENT	SKILL DESCRIPTOR	EXERCISE
Correspondence	Can write very simple personal letters expressing thanks and apology. (A2)	9, 10
Notes, messages & forms	Can write short, simple notes and messages relating to matters in areas of immediate need. (A2)	