

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 Keynote

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

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

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

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

How does Keynote match the aims of the CEFR?

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

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

The CEFR and you!

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

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

Keynote Elementary CEFR overview

Framework level: A1-A2

Communicative activities

Reception Spoken

<p>Overall listening comprehension:</p> <p>Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. [A1]</p>	<p>p11, Listening exs 4, 5; p11, Speaking ex 7; p12, Grammar ex 2; pps 16-17, TED Talks exs 2, 4; p17, Critical thinking ex 5; p17, Vocabulary in context ex 6; p17, Presentation skills exs 8, 9; p21, Listening exs 3, 4; p21, Speaking ex 7; p22, Grammar ex 2; p23, Pronunciation ex 8a; p26, TED Talks exs 2, 3; p27, Vocabulary in context ex 6; p31, Listening exs 3, 4; p31, Pronunciation ex 5a; p31, Speaking ex 6; p32, Grammar ex 2; p33, Pronunciation ex 8b; p36, TED Talks exs 2,3 ; p37, Vocabulary in context ex 7; p37, Presentation skills exs 9, 10; p37, Communicate exs 2,3, 5; p39, Model presentation exs 2,3,4; p43, Listening exs 4,5; p43, Pronunciation ex 6a; p43, Speaking ex 7; p44, Grammar ex 2; p48, TED Talks exs 2,3,4; p49, Vocabulary in context ex 6; p49, Presentation skills exs 8, 9; p53, Listening exs 4,5; p53, Pronunciation ex 6; p53, Speaking ex 7; p54, Grammar ex 2; p55, Pronunciation ex 8; p58, TED Talks exs 2,3; p59, Vocabulary in context ex 5; p59, Presentation skills exs 7, 9; p63, Listening exs 4, 5; p63, Speaking ex 7; p64, Grammar ex 2; p65, Pronunciation ex 5a; p68, TED Talks exs 4,5,6; p69, Vocabulary in context ex 8; p69, Presentation skills exs 10, 11; pps 71-72, Model presentation exs 2,3</p>
<p>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. [A2]</p>	<p>p77, Speaking ex 9; p104, Your Turn! ex 6; p136, Your Turn! ex 6</p>
<p>Listening to radio and audio recordings:</p> <p>No descriptor available [A1]</p>	

Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. [A2]	p75, Listening exs 4,5; p75, Speaking ex 7; p76, Grammar ex 2; p81, Presentation skills ex 9; p85, Listening exs 5, 6; p85, Speaking ex 8; p86, Grammar ex 2; p86, Pronunciation 4a; p91, Presentation skills ex 8; p95, Listening exs 4,5 ; p95, Speaking ex 7; p96, Grammar ex 2; p97, Pronunciation exs 5a, 5b; p103, Model presentation ex 2; p107, Listening exs 5,6,7; p107, Speaking ex 8; p108, Grammar ex 2; p113, Presentation skills ex 9; p117, Listening exs 3,4; p117, Speaking ex 7; p118, Grammar ex 2; p119, Pronunciation ex 9; p123, Presentation skills exs 8,9; p127, Listening exs 4,5; p127, Speaking ex 7; p128, Grammar ex 2; p129, Pronunciation ex 8; p135, Model presentation ex 2
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Reception Audio/Visual

Watching TV and film:	
No descriptor available [A1]	
Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary. Can follow changes of topic of factual TV news items, and form an idea of the main content. [A2]	p80, TED Talks exs 2,3; p81, Critical thinking ex 4; p90, TED Talks exs 2,3,4; p100, TED Talks exs 2,3,4; p101, Critical thinking exs 5,6; p101, Presentation skills ex 9; p103, Model presentation ex 3; p112, TED Talks exs 2,3,4; p113, Critical thinking ex 5; p113, Presentation skills ex 9; p122, TED Talks exs 2,3,4; p132, TED Talks exs 2,3,4; p133, Presentation skills exs 8,9; p135, Model presentation ex 3

Reception Written

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]	p9, Warm up; p12, Grammar ex 1; p13, Language Focus ex 7; p18, Writing ex 4; p19, Warm up; p22, Grammar ex 1; p27, Critical thinking exs 4,5; p28, Communicate exs 1,3; p28, Writing ex 5; p29, Warm up; p32, Grammar ex 1; p33, Language focus ex 5; p37, Critical thinking exs 4,5; p38, Writing exs 6,7; p39, Model presentation exs 3,4; p41, Warm up; p44, Grammar ex 1; p45, Language focus ex 6; p50, Communicate ex 3; p51 Warm up; p52, Vocabulary ex 1; p54, Grammar ex 1; p55, Language focus ex 5; p59, Presentation skills ex 8; p61, Warm up; p62, Vocabulary ex 1; p65, Language focus ex 7; p65, Speaking ex 9; p68, TED Talks ex 3
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<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. [A2]</p>	<p>p73, Warm up; p76, Grammar ex 1; p77, Language focus ex 5; p81, Presentation skills ex 10; p83, Warm up; p86, Grammar ex 1; p87, Language focus ex 6; p92, Writing ex 1; p93, Warm up; p96, Grammar ex 1; p97, Language focus ex 6; p97, Speaking ex 10; p101, Presentation skills exs 10, 11; p102, Writing ex 1; p105, Warm up; p108, Grammar ex 1; p109, Language focus ex 5; p113, Presentation skills ex 10; p114, Communicate ex 1; p115, Warm up; p118, Grammar ex 1; p119, Language focus ex 6; p125, Warm up; p128, Grammar ex 1; p129, Language focus ex 5; p134, Communicate exs 1, 2</p>
<p>Reading for information and argument:</p> <p>Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. [A1]</p>	<p>p15, Understanding main ideas exs 2,3 ; p15, Understanding details ex 4; p15, Understanding sequence ex 5; p24, Reading ex 1; p25, Understanding main ideas ex 2; p25, Understanding examples exs 3,4; p27, Presentation skills ex 8; p34, Reading exs 1,2; p35, Understanding sequence ex 3; p35, Understanding details ex 4; p47, Understanding purpose ex 2; p47, Understanding supporting details ex 3; p50, Writing ex 6; p56, Reading ex 2; p57, Understanding a process ex 3; p57, Understanding quotations ex 4; p60, Writing ex 5; p66, Reading ex 2; p67, Understanding main ideas ex 3; p67, Understanding a process ex 4; p67, Understanding details ex 5; p70, Writing ex 4;</p>
<p>Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.[A2]</p>	<p>p78, Reading exs 1,2; p79, Understanding main ideas ex 3; p79, Understanding details exs 4,5; p88, Reading exs 1,2; p89, Understanding main ideas exs 1,2; p89, Understanding statistics ex 4; p98, Reading ex 1; p99, Understanding main ideas ex 2; p99, Understanding details ex 3; p102, Communicate ex 2; p110, Reading ex 1; p111, Understanding purpose ex 2; P111, Understanding details ex 3; p120, Reading ex 2; p121, Understanding main ideas ex 3; p121, Understanding details exs 4,5; p130, Reading ex 1; p131, Understanding purpose ex 2; p131, Understanding details ex 3</p>

Interaction Spoken

<p>Overall spoken interaction:</p> <p>Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair.</p> <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>p18, Communicate ex 3; p24, Reading ex 1; p25, Understanding vocabulary ex 7; p27, Vocabulary in context ex 7; p29, Warm up; p35, Understanding vocabulary ex 7; p37, Vocabulary in context ex 8; p37, Communicate ex 5; p40, Your Turn! ex 8; p41, Warm up; p47, Understanding vocabulary ex 5; p49, Critical thinking ex 5; p49, Vocabulary in context ex 7; p50, Communicate ex 4; p51, Warm up; p56, Reading ex 1; p57, Understanding vocabulary ex 6; p59, Critical thinking ex 4; p59, Vocabulary in context ex 6; p160, Communicate exs 1,4; p61, Warm up; p66, Reading ex 1; p67, Understanding vocabulary ex 7; p69, Critical thinking ex 7; p70, Communicate ex 1; p72, Your turn! e</p>
<p>Can interact with reasonable ease in structured situations and short</p>	<p>p75, Speaking ex 9; p78, Reading ex 1; p81, Vocabulary in context ex 8; p82, Communicate exs 1,2; p85, Speaking ex 10; p87, Speaking exs 10,11; p88, Reading ex 1; p89, Understanding vocabulary ex 6; p91, Critical thinking ex 5; p91, Vocabulary in context ex 7; p91, Presentation skills ex 9; p92,</p>

<p>conversations, provided the other person helps if necessary.</p> <p>Can manage simple, routine exchanges without undue effort.</p> <p>Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.</p> <p>Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time.</p> <p>Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord. [A2]</p>	<p>Communicate exs 1,2,3; p94, Vocabulary ex 2; p97, Speaking ex 10; p99, Understanding vocabulary ex 6; p101, Vocabulary in context ex 8; p104, Your turn! ex 7; p106, Vocabulary exs 2,3; p107, Speaking ex 10; p109, Speaking ex 10; p111, Understanding vocabulary ex 5; p113, Critical thinking ex 6; p113, Vocabulary in context ex 8; p114, Communicate exs 2,3; p117, Listening ex 5; p118, Grammar exs 1,5; p119, Speaking exs 10,11; p120, Reading ex 1; p121, Understanding vocabulary ex 7; p123, Critical thinking ex 5; p123, Vocabulary in context ex 7; p126, Vocabulary ex 2; p127, Speaking ex 9; p129, Speaking exs 9,10; p131, Understanding vocabulary ex 6; p133, Critical thinking ex 5; p133, Vocabulary in context ex 7; p133, Presentation skills ex 10; p134, Communicate ex 2; p136, Your turn! ex 7</p>
<p>Conversation:</p> <p>Can establish social contact: greetings and farewells; introductions; giving thanks.</p> <p>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.</p> <p>Can participate in short conversations in routine contexts on topics of interest.</p> <p>Can express how he/she feels in simple terms, and express thanks.</p> <p>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.</p> <p>Can use simple everyday polite forms of greeting and address</p> <p>Can make and respond to invitations, invitations and apologies.</p> <p>Can say what he/she likes and dislikes. [A2]</p>	<p>P73, Warm up; p75, Speaking ex 8; p83, Warm up; p84, Vocabulary ex 2; p84, Pronunciation ex 4; p85, Speaking exs 9, 10; p93, Warm up; p95, Speaking ex 8; p105, Warm up; p107, Speaking ex 9; p115, Warm up; p117, Speaking exs 8,9; p125, Warm up; p127, Speaking ex 8</p>
<p>Informal discussion (with friends):</p> <p>A1 No descriptor available</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>p82, Communicate ex 2; p92, Communicate exs 1,3; p134, Communicate ex 2</p>

<p>Can agree and disagree with others. Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. Can discuss what to do, where to go and make arrangements to meet. [A2]</p>	
<p>Goal-orientated co-operation: Can indicate when he/she is following and can be made to understand what is necessary, if the speaker takes the trouble. Can communicate in simple and routine tasks using simple phrases to ask for and provide things, to get simple information and to discuss what to do next. [A2]</p>	P82, Communicate ex 3; p114, Communicate ex 2
<p>Information exchange: Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have. Can indicate time by such phrases as next week, last Friday, in November, three o'clock. [A1]</p>	p9, Warm up; p11, Speaking exs 6,9; p13, Language focus ex 9; p13, Speaking exs 12,13; pps 16-17, TED Talks ex 3; p18, Communicate ex 2; p19, Warm up; p21, Listening ex 5; p21, Speaking ex 9; p23, Pronunciation 8b; p23, Speaking ex 11; p26, TED Talks ex 2; p28, Communicate ex 2; p31, Speaking ex 8; p33, Speaking ex 10; p42, Vocabulary ex 3; p44, Grammar exs 5a, 5b; p45, Language focus ex 8; p45, Speaking ex 11; pps 46-7, Reading ex 1; p50, Communicate exs 1,2; p52, Vocabulary ex 3; p53, Speaking ex 9; p55, Pronunciation ex 8; p55, Speaking exs 9,10; p63, Speaking ex 9
<p>Interviewing and being interviewed: Can answer simple questions and respond to simple statements in an interview. [A2]</p>	p92, Communicate ex 2

Interaction Written

<p>Overall written interaction: Can ask for or pass on personal details in written form. [A1]</p>	
<p>Can write short, simple formulaic notes relating to matters in areas of immediate need. [A2]</p>	
<p>Notes, messages & forms: Can write short, simple notes and messages relating to matters in areas of immediate need. [A2]</p>	p102, Communicate ex 2; p104, Your turn! ex 4; p136, Your turn! exs 4,5

Production Spoken

Overall spoken production: Can produce simple mainly isolated phrases about people and places. [A1]	p20, Vocabulary ex 2; p28, Communicate ex 4; p30, Vocabulary ex 2; p49, Presentation skills ex 10; p63, Listening ex 6
Sustained monologue: Describing experience: Can describe him/herself, what he/she does and where he/she lives. [A1]	p15, Understanding vocabulary ex 7; p17, Vocabulary in context ex 7; p17, Presentation skills ex 10; p27, Presentation skills ex 10; p43, Speaking ex 9
Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his environment e.g. people, places, a job or study experience. Can give short, basic descriptions of events and activities. Can describe plans and arrangements, habits and routines, past activities and personal experiences. Can use simple descriptive language to make brief statements about and compare objects and possessions. Can explain what he/she likes or dislikes about something. Can describe his/her family, living conditions, educational background, present or most recent job. Can describe people, places and possessions in simple terms. [A2]	p74, Vocabulary exs 2,3; p79, Understanding vocabulary ex 8; p85, Listening ex 7; p86, Grammar ex 5; p93, Warm up; p95, Listening ex 6; p95, Speaking ex 9; p99, Understanding vocabulary ex 6; p105, Warm up; p107, Speaking ex 10; p115, Warm up; p116, Vocabulary ex 2; p117, Speaking ex 9; p123, Presentation skills ex 10; p124, Communicate ex 2; p126, Vocabulary ex 3
Addressing audiences: Can read a very short, rehearsed statement – e.g. to introduce a speaker, propose a toast. [A1]	p40, Your turn! ex 7; p60, Communicate ex 3; p70, Communicate ex 3; p72 Your turn! ex 6
Can give a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions, plans and actions. Can give a short, rehearsed, basic presentation on a familiar subject. [A2]	p82, Communicate ex 4; p102, Communicate ex 3; p104, Your turn! ex 6; p136, Your turn! ex 6

Production Written

Overall written production: Can write simple isolated phrases and sentences. [A1]	p 37, Critical thinking ex 6; p37, Communicate ex 4; p5, Writing ex 6; p58, TED Talks ex 3; p60, Writing ex 7; p70, Communicate ex 2; p70, Writing ex 5
Can write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”. [A2]	p134, Writing ex 3

Creative writing: Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do. [A1]	p18, Writing ex 5; p28, Writing ex 6; p38, Writing ex 8;
Can write about everyday aspects of his environment e.g. people, places, a job or study experience in linked sentences. Can write very short, basic descriptions of events, past activities and personal experiences. Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job. Can write short, simple imaginary biographies and simple poems about people. [A2]	p82, Writing ex 6; p92, Writing ex 3; p102, Writing ex 2; p114, Writing ex 4; p124, Writing ex 3

Communication strategies

Reception

Identifying cues and inferring: 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]	p76, Grammar ex 1; p79, Understanding vocabulary exs 6,7; p80, TED Talks ex 1; p81, Vocabulary in Context ex 7; p89, Understanding vocabulary ex 5; p90, TED Talks ex 1; p91, Vocabulary in context ex 6; p96, Grammar ex 1; p99, Understanding vocabulary exs 4,5; p100, TED Talks ex 1; p101, Vocabulary in context ex 7; p111, Understanding vocabulary ex 4; p112, TED Talks ex 1; p113, Vocabulary in context ex 7; p121, Understanding vocabulary ex 6; p122, TED Talks ex 1; p123, Vocabulary in context ex 6; p128, Grammar ex 1; p131, Understanding vocabulary exs 4,5; p132 TED Talks ex 1; p133, Vocabulary in context ex 6
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Interaction

Asking for clarification: Can ask for clarification about key words or phrases not understood using stock phrases. [A2]	p102, Communicate ex 3; p124, Communicate ex 2
Planning: No descriptor available [A1]	
Can recall and rehearse an appropriate set of phrases from his repertoire. [A2]	p82, Writing ex 5; p102, Communicate ex 3;

Working with text

Communicative language competence

Linguistic range

<p>Vocabulary range: Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations. [A1]</p>	<p>P10, Vocabulary exs 1,2; p11, Speaking ex 8; p13, Speaking ex 11; pps 14-15, Reading ex 1; p15, Understanding vocabulary ex 6; pps 16-17, TED Talks ex 1; p18, Communicate exs 1,3; p20, Vocabulary ex 1; p21, Speaking ex 8; p23, Speaking ex 10; p25, Understanding examples ex 5; p25, Understanding vocabulary ex 6; p26, TED Talks ex 1; p30, Vocabulary ex 1; p31, Speaking ex 7; p33, Speaking exs 9,10; p35, Understanding vocabulary exs 5,6; p36, TED Talks ex 1; p37, Presentation skills ex 11; p37, Communicate exs 1,4,5; p39, Model presentation ex 1; p40, Your turn! exs 5,6; p42, Vocabulary exs 1,2; p43, Speaking ex 8; p45, Speaking ex 10; p47, Understanding vocabulary ex 4; p48, TED Talks ex 1; p50, Writing ex 5; p52, Vocabulary exs 1,2; p53, Speaking ex 8; p55, Language focus ex 6; p57, Understanding vocabulary ex 5; p58, TED Talks ex 1; p60, Communicate exs 2,3; p60, Writing ex 6; p62, Vocabulary ex 1; p62, Pronunciation ex 3; p63, Speaking ex 8; p67, Understanding vocabulary ex 6; p68, TED Talks exs 1,2; p69, Vocabulary in context ex 9; p70, Communicate ex 1; pps 71-72, Model presentation ex 1; p72, Your turn! exs 4,5</p>
<p>Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. Has a sufficient vocabulary for the expression of basic communicative needs.</p> <p>Has a sufficient vocabulary for coping with simple survival needs. [A2]</p>	<p>p74, Vocabulary exs 1,2,3; p75, Speaking ex 8; p81, Presentation skills ex 10; p82, Communicate ex 3; p82, Writing ex 5; p84, Vocabulary exs 1,2; p84, Pronunciation ex 4; p85, Speaking exs 9,10; p92, Communicate exs 1,3; p92, Writing ex 2; p94, Vocabulary ex 1; p95, Speaking ex 8; p96, Grammar ex 4; p102, Communicate ex 1; p102, Writing ex 2; p103, Model presentation ex 1; p104, Your turn! exs 4,5; p106, Vocabulary ex 1; p107, Speaking ex 9; p113, Presentation skills ex 11; p116, Vocabulary exs 1,2; p117, Speaking exs 8,9; p123, Presentation skills ex 10; p124, Communicate ex 1; p124, Writing ex 3; p126, Vocabulary ex 1; p127, Speaking ex 8; p128, Grammar ex 4; p134, Writing ex 3; p135, Model presentation ex 1; p136, Your turn exs 4,5</p>

Linguistic control

<p>Grammatical accuracy: Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire. [A1]</p>	<p>p12, Grammar exs 3,5,6; p13, Language focus exs 8,9,10; p22, Grammar exs 3,4,5; p23, Language focus exs 7,9; p32, Grammar exs 3,4; p33, Language focus ex 6,7; p39, Model presentation ex 1; p44, Grammar exs 3,4; p45, Language focus exs 7,8,9; p54, Grammar exs 3,4; p55, Language focus exs 6,7; p55, Pronunciation ex 8; p64, Grammar exs 3,4,6; p65, Language focus ex 8; p65, Speaking ex 10; pps 71-72, Model presentation ex 1</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. [A2]</p>	<p>p76, Grammar exs 3,4; p77, Language focus exs 6,7; p77, Speaking ex 10; p86, Grammar exs 3,5; p87, Language focus exs 7,8,9; p96, Grammar exs 3,4; p97, Language focus exs 7,8,9; p97, Speaking ex 10; p103, Model presentation ex 1; p108, Grammar exs 3,4; p109, Language focus exs 7,8,9; p118, Grammar exs 3,4; p119, Language focus exs 7,8; p128, Grammar ex 3; p129, Language focus exs 6,7; p135, Model presentation ex 1</p>

Vocabulary control: Can control a narrow repertoire dealing with concrete everyday needs. [A2]	p99, Understanding vocabulary ex 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]	p10, Pronunciation ex 3; p12, Grammar exs 4a, 4b; p21, Pronunciation ex 6; p23, Pronunciation 8b; p31, Pronunciation ex 5b; p33, Pronunciation ex 8 ^a ; p43, Pronunciation ex 6b; p44, Grammar exs 5 ^a , 5b; p53, Pronunciation ex 6; p62, Pronunciation exs 2 ^a , 2b; p65, Pronunciation ex 5b
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]	p75, Pronunciation exs 6a, 6b; p77, Pronunciation exs 8a, 8b; p81, Presentation skills ex 11; p84, Pronunciation exs 3, 4; p86, Pronunciation ex 4b; p94, Pronunciation ex 3; p101, Presentation skills ex 11; p106, Pronunciation ex 4; p109, Language focus ex 6; p117, Pronunciation ex 6b; p127, Pronunciation ex 6
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]	p13, Speaking ex 11; p23, Speaking ex 10

Sociolinguistic

Pragmatic

Flexibility: Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. Can expand learned phrases through simple recombinations of their elements. [A2]	p75, Speaking ex 8; p85, Speaking exs 9, 10; p95, Speaking ex 8; p107, Speaking ex 9; p117, Speaking exs 8, 9; p127, Speaking exs 8, 9
Coherence: Can link words or groups of words with very basic linear connectors like 'and' or 'then'. [A1]	p28, Communicate ex 4; p38, Writing exs 6, 8; p65, Speaking ex 10; p70, Writing ex 5
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. Can link groups of words with simple connectors like "and", "but" and "because". [A2]	p114, Communicate ex 3

Keynote Elementary CEFR mapping

Framework level: A1-A2

Unit 1 Passions

Warm up (page 9)

COMPONENT	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.	
INFORMATION EXCHANGE	Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	

1.1 Do you like country music?

Vocabulary Music and Film (page 10)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1,2

Pronunciation (page 10)

COMPONENT	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.	3

Listening My Passion for music (page 11)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	4, 5

Speaking Talking about favourites (page 11)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMATION EXCHANGE	Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	6, 9
OVERALL LISTENING COMPREHENSION	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	7
OVERALL SPOKEN PRODCUTION	Can produce simple mainly isolated phrases about people and places.	8
VOCABULARY RANGE	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	

1.2 What's your favourite?

Grammar Present simple (page 12)

COMPONENT	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.	1
OVERALL LISTENING COMPREHENSION	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	2
GRAMMATICAL ACCURACY	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	3, 5, 6
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.	4a, 4b

Language Focus Talking about likes and interests (page 13)

COMPONENT	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.	7
GRAMMATICAL ACCURACY	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	8, 9, 10
INFORMATION EXCHANGE	Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	9

Speaking Talking about likes and dislikes (page 13)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	11
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.	
INFORMATION EXCHANGE	Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	12, 13

1.3 Going viral

Reading Traditional music for a new generation (pages 14-15)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1

Understanding main ideas (page 15)

COMPONENT	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.	2, 3

Understanding details (page 15)

COMPONENT	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.	4

Understanding sequence (page 15)

COMPONENT	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.	5

Understanding vocabulary (page 15)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	6
SUSTAINED MONOLOGUE: Describing experience	Can describe him/herself, what he/she does and where he/she lives.	7

1.4 Bluegrass virtuosity from ... New Jersey?

TED Talks (pages 16-17)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1
OVERALL LISTENING COMPREHENSION	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	2, 4
INFORMATION EXCHANGE	Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	3

Critical thinking (page 17)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	5

Vocabulary in context (page 17)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	6
SUSTAINED MONOLOGUE: Describing experience	Can describe him/herself, what he/she does and where he/she lives.	7

Presentation skills Introducing yourself (page 17)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	8, 9
SUSTAINED MONOLOGUE: Describing experience	Can describe him/herself, what he/she does and where he/she lives.	10

1.5 Who likes what? (page 18)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1, 3
INFORMATION EXCHANGE	Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	2
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.	3

Writing Introducing yourself by email (page 18)

COMPONENT	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.	4
CREATIVE WRITING	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.	5

Unit 2 Spending money

Warm up (page 19)

COMPONENT	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.	
INFORMATION EXCHANGE	Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	

2.1 Where does my money go?

Vocabulary Spending money (page 20)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1
OVERALL SPOKEN PRODUCTION	Can produce simple mainly isolated phrases about people and places.	2

Listening How I spend my money (page 21)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	3, 4
INFORMATION EXCHANGE	Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	5

Pronunciation (page 21)

COMPONENT	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.	6

Speaking Talking about shopping (page 21)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	7
OVERALL SPOKEN PRODUCTION	Can produce simple mainly isolated phrases about people and places.	8
VOCABULARY RANGE	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	
INFORMATION EXCHANGE	Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	9

2.2 I never make a shopping list

Grammar Adverbs and expressions of frequency (page 22)

COMPONENT	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.	1
OVERALL LISTENING COMPREHENSION	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	2
GRAMMATICAL ACCURACY	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	3, 4, 5

Language Focus Talking about habits and routines (page 23)

COMPONENT	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.	6
GRAMMATICAL ACCURACY	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	7, 9

Pronunciation Intonation in questions (page 23)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	8a
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.	8b
INFORMATION EXCHANGE	Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	

Speaking Asking about shopping habits (page 23)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	10
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.	
INFORMATION EXCHANGE	Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	11

2.3 Think before you shop**Reading** Buy Nothing New Month (page 24)

COMPONENT	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.	1
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.	

Understanding main ideas (page 25)

COMPONENT	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.	2

Understanding examples (page 25)

COMPONENT	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.	3, 4
VOCABULARY RANGE	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	5

Understanding vocabulary (page 25)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	6
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.	7

2.4 Wearing nothing new

TED Talks (page 26)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1
OVERALL LISTENING COMPREHENSION	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	2, 3
INFORMATION EXCHANGE	Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	2

Critical thinking (page 27)

COMPONENT	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.	4, 5

Vocabulary in context (page 27)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	6
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.	7

Presentation skills Using good body language (page 27)

COMPONENT	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.	8
SUSTAINED MONOLOGUE: Describing experience	Can describe him/herself, what he/she does and where he/she lives.	10

2.5 How green are you?

Communicate Doing a quiz (page 28)

COMPONENT	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.	1, 3
INFORMATION EXCHANGE	Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	2
OVERALL SPOKEN PRODUCTION	Can produce simple mainly isolated phrases about people and places.	4
COHERENCE	Can link words or groups of words with very basic linear connectors like 'and' or 'then'.	

Writing Sharing information online (page 28)

COMPONENT	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.	5
CREATIVE WRITING	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.	6

Unit 3 Jobs

Warm up (page 29)

COMPONENT	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.	
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.	

3.1 What do you do?

Vocabulary Jobs (page 30)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1
OVERALL SPOKEN PRODUCTION	Can produce simple mainly isolated phrases about people and places.	2

Listening A fun job (page 31)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	3, 4

Pronunciation Word linking (1) (page 31)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	5a
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.	5b

Speaking Talking about jobs (page 31)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	6
OVERALL SPOKEN PRODUCTION	Can produce simple mainly isolated phrases about people and places.	7
VOCABULARY RANGE	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	

INFORMATION EXCHANGE	Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	8
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3.2 What's your job like?

Grammar *like* and *would like* (page 32)

COMPONENT	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.	1
OVERALL LISTENING COMPREHENSION	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	2
GRAMMATICAL ACCURACY	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	3, 4

Language focus Asking about and describing jobs (page 33)

COMPONENT	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.	5
GRAMMATICAL ACCURACY	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	6, 7

Pronunciation (page 33)

COMPONENT	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.	8a
OVERALL LISTENING COMPREHENSION	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	8b

Speaking Talking about a future job (page 33)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	9, 10
INFORMATION EXCHANGE	Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	10

3.3 Never too old

Reading A dancer's dream (page 34)

COMPONENT	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.	1, 2

Understanding sequence (page 35)

COMPONENT	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.	3

Understanding details (page 35)

COMPONENT	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.	4

Understanding vocabulary (page 35)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	5, 6
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.	7

3.4 The joy of surfing in ice-cold water

TED Talks (page 36)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1
OVERALL LISTENING COMPREHENSION	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	2, 3

Critical thinking (page 37)

COMPONENT	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.	4, 5
OVERALL WRITTEN PRODUCTION	Can write simple isolated phrases and sentences.	6

Vocabulary in context (page 37)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	7

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.	8
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Presentation skills Thanking the audience (page 37)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	9, 10
VOCABULARY RANGE	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	11

3.5 It's my dream job

Communicate Guessing the job (page 37)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1, 4, 5
OVERALL LISTENING COMPREHENSION	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	2, 3, 5
OVERALL WRITTEN PRODUCTION	Can write simple isolated phrases and sentences.	4
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.	5

Writing Describing a dream job (page 38)

COMPONENT	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.	6, 7
COHERENCE	Can link words or groups of words with very basic linear connectors like 'and' or 'then'.	6, 8
CREATIVE WRITING	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.	8

Presentation 1 Units 1-3

Model presentation (page 39)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1
GRAMMATICAL ACCURACY	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	
OVERALL LISTENING COMPREHENSION	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	2, 3, 4
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.	3, 4

Your turn! (page 40)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	5, 6
ADDRESSING AUDIENCES	Can read a very short, rehearsed statement - e.g. to introduce a speaker, propose a toast.	7
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.	8

Unit 4 Talents

Warm up (page 41)

COMPONENT	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.	
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.	

4.1 What are you good at?

Vocabulary Activities (page 42)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1, 2
INFORMATION EXCHANGE	Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	3

Listening A unique ability (page 43)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	4, 5

Pronunciation (page 43)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	6a
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.	6b

Speaking Talking about abilities (page 43)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	7
OVERALL SPOKEN PRODUCTION	Can produce simple mainly isolated phrases about people and places.	8
VOCABULARY RANGE	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	
SUSTAINED MONOLOGUE: describing experience	Can describe him/herself, what he/she does and where he/she lives.	9

4.2 Can you stand on your head?

Grammar *can* and *can't* (page 44)

COMPONENT	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.	1
OVERALL LISTENING COMPREHENSION	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	2
GRAMMATICAL ACCURACY	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	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.	5a, 5b
INFORMATION EXCHANGE	Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	

Language focus Describing abilities and talents (page 45)

COMPONENT	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.	6
GRAMMATICAL ACCURACY	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	7, 8, 9
INFORMATION EXCHANGE	Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	8

Speaking A talented class (page 45)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	10
INFORMATION EXCHANGE	Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	11

4.3 Not all fun and games**Reading** Pro gaming: a dream career? (pages 46-47)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMATION EXCHANGE	Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	1

Understanding purpose (page 47)

COMPONENT	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.	2

Understanding supporting details (page 47)

COMPONENT	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.	3

Understanding vocabulary (page 47)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	4
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,	5

	initiate and respond to simple statements in areas of immediate need or on very familiar topics.	
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4.4 The orchestra in my mouth

TED Talks (page 48)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1
OVERALL LISTENING COMPREHENSION	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	2, 3, 4

Critical thinking (page 49)

COMPONENT	DESCRIPTOR	EXERCISE
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.	5

Vocabulary in context (page 49)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	6
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.	7

Presentation skills Introducing a topic (page 49)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	8, 9
OVERALL SPOKEN PRODUCTION	Can produce simple mainly isolated phrases about people and places.	10

4.5 Are you right for the job?

Communicate Interviewing for a job (page 50)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMATION EXCHANGE	Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	1, 2

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.	3
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.	4

Writing Describing an unusual ability (page 50)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	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.	6
OVERALL WRITTEN PRODUCTION	Can write simple isolated phrases and sentences.	

Unit 5 Technology

Warm up (page 51)

COMPONENT	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.	
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.	

5.1 I can't live without it

Vocabulary Gadgets (page 52)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1, 2
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.	1
INFORMATION EXCHANGE	Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	3

Listening How I used drones to make an amazing video (page 53)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	4, 5

Pronunciation (page 53)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	6
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.	

Speaking Talking about gadgets (page 53)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	7
OVERALL SPOKEN PRODUCTION	Can produce simple mainly isolated phrases about people and places.	8
VOCABULARY RANGE	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	
INFORMATION EXCHANGE	Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	9

5.2 What does it do?**Grammar** much, many, a lot of (page 54)

COMPONENT	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.	1
OVERALL LISTENING COMPREHENSION	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	2
GRAMMATICAL ACCURACY	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	3, 4

Language focus Describing things and how they work (page 55)

COMPONENT	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.	5
GRAMMATICAL ACCURACY	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	6, 7

VOCABULARY RANGE	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	6
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Pronunciation (page 55)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	8
INFORMATION EXCHANGE	Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	
GRAMMATICAL ACCURACY	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	

Speaking Wearable technology (page 55)

COMPONENT	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.	9, 10

5.3 Man or machine

Reading Flying like a bird (page 56)

COMPONENT	DESCRIPTOR	EXERCISE
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.	1
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.	2

Understanding a process (page 57)

COMPONENT	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.	3

Understanding quotations (page 57)

COMPONENT	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.	4

Understanding vocabulary (page 57)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	5
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.	6

5.4 Fly with the Jetman

TED Talks (page 58)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1
OVERALL LISTENING COMPREHENSION	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	2, 3
OVERALL WRITTEN PRODUCTION	Can write simple isolated phrases and sentences.	3

Critical thinking (page 59)

COMPONENT	DESCRIPTOR	EXERCISE
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.	4

Vocabulary in context (page 59)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	5
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.	6

Presentation skills Using gestures (page 59)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	7, 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.	8

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.	
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5.5 Great idea!

Communicate Inventing and selling a new app (page 60)

COMPONENT	DESCRIPTOR	EXERCISE
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.	1, 4
VOCABULARY RANGE	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	2, 3
ADDRESSING AUDIENCES	Can read a very short, rehearsed statement - e.g. to introduce a speaker, propose a toast.	3

Writing Writing an online review (page 60)

COMPONENT	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.	5
VOCABULARY RANGE	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	6
OVERALL WRITTEN PRODUCTION	Can write simple isolated phrases and sentences.	7

Unit 6 Challenges

Warm up (page 61)

COMPONENT	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.	
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.	

6.1 It's a big challenge

Vocabulary Challenges (page 62)

COMPONENT	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.	1
VOCABULARY RANGE	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	

Pronunciation (page 62)

COMPONENT	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.	2a, 2b
VOCABULARY RANGE	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	3

Listening It's no big deal (page 63)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	4, 5
OVERALL SPOKEN PRODUCTION	Can produce simple mainly isolated phrases about people and places.	6

Speaking Talking about challenges (page 63)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	7
OVERALL SPOKEN PRODUCTION	Can produce simple mainly isolated phrases about people and places.	8
VOCABULARY RANGE	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	
INFORMATION EXCHANGE	Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	9

6.2 How do you cope?

Grammar Time clauses (page 64)

COMPONENT	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.	1
OVERALL LISTENING COMPREHENSION	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	2

GRAMMATICAL ACCURACY	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	3, 4, 6
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Pronunciation (page 65)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	5a
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.	5b

Language focus Describing sequence (page 65)

COMPONENT	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.	7
GRAMMATICAL ACCURACY	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	8

Speaking Dealing with exam stress (page 65)

COMPONENT	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.	9
GRAMMATICAL ACCURACY	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	10
COHERENCE	Can link words or groups of words with very basic linear connectors like 'and' or 'then'.	

6.3 Living without fear

Reading Seeing with the mind (page 66)

COMPONENT	DESCRIPTOR	EXERCISE
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.	1
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.	2

Understanding main ideas (page 67)

COMPONENT	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.	3

Understanding a process (page 67)

COMPONENT	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.	4

Understanding details (page 67)

COMPONENT	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.	5

Understanding vocabulary (page 67)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	6
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.	7

6.4 How I use sonar to navigate the world

TED Talks (page 68)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1, 2
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.	3
OVERALL LISTENING COMPREHENSION	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	4, 5, 6

Critical thinking (page 69)

COMPONENT	DESCRIPTOR	EXERCISE
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.	7

Vocabulary in context (page 69)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	8
VOCABULARY RANGE	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	9

Presentation skills Involving your audience (page 69)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	10, 11

6.5 How do you deal with this?

Communicate Making suggestions (page 70)

COMPONENT	DESCRIPTOR	EXERCISE
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.	1
VOCABULARY RANGE	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	
OVERALL WRITTEN PRODUCTION	Can write simple isolated phrases and sentences.	2
ADDRESSING AUDIENCES	Can read a very short, rehearsed statement - e.g. to introduce a speaker, propose a toast.	3

Writing Posting a challenge online (page 70)

COMPONENT	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.	4
OVERALL WRITTEN PRODUCTION	Can write simple isolated phrases and sentences.	5
COHERENCE	Can link words or groups of words with very basic linear connectors like 'and' or 'then'.	

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

Model presentation

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1
GRAMMATICAL ACCURACY	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	
OVERALL LISTENING COMPREHENSION	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	2, 3

Your turn! (page 72)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	4, 5
ADDRESSING AUDIENCES	Can read a very short, rehearsed statement - e.g. to introduce a speaker, propose a toast.	6
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.	7

Unit 7 Wild places

Warm up (page 73)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. (A2)	
CONVERSATION	Can participate in short conversations in routine contexts on topics of interest. (A2)	

7.1 The natural world

Vocabulary Natural features (page 74)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. (A2)	1, 2, 3
SUSTAINED MONOLOGUE: describing experience	Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience. (A2)	2, 3

Listening An amazing place (page 75)

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

Pronunciation (page 75)

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

Speaking Talking about places (page 75)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING TO RADIO AUDIO AND RECORDINGS	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2)	7
CONVERSATION	Can participate in short conversations in routine contexts on topics of interest. (A2)	8
VOCABULARY RANGE	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. (A2)	
FLEXIBILITY	Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. (A2) Can expand learned phrases through simple recombinations of their elements. (A2)	
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	9

7.2 It's the highest in the world

Grammar Comparatives and superlatives (page 76)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. (A2)	1
IDENTIFYING CUES AND INFERRING (SPOKEN & WRITTEN)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2)	
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
GRAMMATICAL ACCURACY	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses	3, 4

	and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2)	
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Language focus Making comparisons (page 77)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. (A2)	5
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 77)

COMPONENT	DESCRIPTOR	EXERCISE
PHONOLOGICAL CONTROL	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2)	8a, 8b

Speaking What do you know? (page 77)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated. (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

7.3 An otherworldly place

Reading Life in Altiplano (page 78)

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

Understanding main ideas (page 79)

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

Understanding details (page 79)

COMPONENT	DESCRIPTOR	EXERCISE
READING FOR INFORMATION & ARGUMENT	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (A2)	4, 5

Understanding vocabulary (page 79)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES AND INFERRING (SPOKEN & WRITTEN)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2)	6, 7
SUSTAINED MONOLOGUE: describing experience	Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience. (A2)	8

7.4 Unseen footage, untamed nature

TED talks (page 80)

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

Critical thinking (page 81)

COMPONENT	DESCRIPTOR	EXERCISE
WATCHING TV AND FILM	Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary. (A2)	4

Vocabulary in context (page 81)

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

Presentation skills Showing enthusiasm (page 81)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING TO RADIO AUDIO AND RECORDINGS	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2)	9
OVERALL READING COMPREHENSION	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. (A2)	10
VOCABULARY RANGE	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. (A2)	
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

7.5 Our natural wonders

Communicate Choosing tourist attractions (page 82)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	1, 2
INFORMAL DISCUSSION (with friends)	Can agree and disagree with others. (A2)	2
VOCABULARY RANGE	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	3
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]	
ADDRESSING AUDIENCES	Can give a short, rehearsed, basic presentation on a familiar subject. (A2)	4

Writing Making a recommendation (page 82)

COMPONENT	DESCRIPTOR	EXERCISE
PLANNING	Can recall and rehearse an appropriate set of phrases from his/her repertoire. (A2)	5
VOCABULARY RANGE	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	
CREATIVE WRITING	Can write about everyday aspects of his environment e.g. people, places, a job or study experience in linked sentences. (A2)	6

Unit 8 Confidence

Warm up (page 83)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. (A2)	
CONVERSATION	Can participate in short conversations in routine contexts on topics of interest. (A2)	

8.1 A friendly face

Vocabulary Appearance and personality (page 84)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. (A2)	1, 2
CONVERSATION	Can participate in short conversations in routine contexts on topics of interest. (A2)	2

Pronunciation (page 84)

COMPONENT	DESCRIPTOR	EXERCISE
PHONOLOGICAL CONTROL	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2)	3, 4
VOCABULARY RANGE	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. (A2)	4
CONVERSATION	Can participate in short conversations in routine contexts on topics of interest. (A2)	

Listening Like mother, like daughter (page 85)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING TO RADIO AUDIO AND RECORDINGS	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2)	5, 6
SUSTAINED MONOLOGUE: describing experience	Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience. (A2)	7

Speaking Talking about family (page 85)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING TO RADIO AUDIO AND RECORDINGS	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2)	8
CONVERSATION	Can participate in short conversations in routine contexts on topics of interest. (A2)	9, 10
VOCABULARY RANGE	Has sufficient vocabulary to conduct routine, everyday	

	transactions involving familiar situations and topics. (A2)	
FLEXIBILITY	Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. (A2) Can expand learned phrases through simple recombinations of their elements. (A2)	
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	10

8.2 He's kind of shy

Grammar Modifying adverbs (page 86)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. (A2)	1
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
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, 5
SUSTAINED MONOLOGUE: describing experience	Can describe people, places and possessions in simple terms. (A2)	5

Pronunciation (page 86)

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

Language focus Describing people (page 87)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. (A2)	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, 8, 9

Speaking A film of your life (page 87)

COMPONENT	DESCRIPTOR	EXERCISE
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.	10, 11

8.3 A healthy body image

Reading The pressure to be 'perfect' (page 88)

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

Understanding main ideas (page 89)

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

Understanding statistics (page 89)

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

Understanding vocabulary (page 89)

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

8.4 Why thinking you're ugly is bad for you

TED Talks (page 90)

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

Critical thinking (page 91)

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

Vocabulary in context (page 91)

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

Presentation skills Using statistics (page 91)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING TO RADIO AUDIO AND RECORDINGS	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2)	8
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	9

8.5 What do you think?

Communicate A class survey (page 92)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	1, 2, 3
INTERVIEWING AND BEING INTERVIEWED	Can answer simple questions and respond to simple statements in an interview. (A2)	2

INFORMAL DISCUSSION (with friends)	Can agree and disagree with others. (A2)	1, 3
VOCABULARY RANGE	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	

Writing Describing a friend (page 92)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. (A2)	1
VOCABULARY RANGE	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	2
CREATIVE WRITING	Can write about everyday aspects of his environment e.g. people, places, a job or study experience in linked sentences. (A2)	3

Unit 9 Achievement

Warm up (page 93)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. (A2)	
CONVERSATION	Can participate in short conversations in routine contexts on topics of interest. (A2)	
SUSTAINED MONOLOGUE: describing experience	Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2)	

9.1 We did it!

Vocabulary Personal achievements (page 94)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. (A2)	1
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	2

Pronunciation (page 94)

COMPONENT	DESCRIPTOR	EXERCISE
PHONOLOGICAL CONTROL	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2)	3

Listening My great achievement (page 95)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING TO RADIO AUDIO AND RECORDINGS	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2)	4, 5
SUSTAINED MONOLOGUE: describing experience	Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2)	6

Speaking Talking about an achievement (page 95)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING TO RADIO AUDIO AND RECORDINGS	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2)	7
CONVERSATION	Can participate in short conversations in routine contexts on topics of interest. (A2)	8
VOCABULARY RANGE	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. (A2)	
FLEXIBILITY	Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. (A2) Can expand learned phrases through simple recombinations of their elements. (A2)	
SUSTAINED MONOLOGUE: describing experience	Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2)	9

9.2 Exploring the world

Grammar Past simple (page 96)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. (A2)	1
IDENTIFYING CUES AND INFERRING (SPOKEN & WRITTEN)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2)	
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
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 sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. (A2)	4

Pronunciation (page 97)

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

Language focus Talking about the past (page 97)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. (A2)	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, 8, 9

Speaking Round-the-world adventure (page 97)

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

9.3 Arctic conditions

Reading From Pole to Pole (page 98)

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

Understanding main ideas (page 99)

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

Understanding details (page 99)

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

Understanding vocabulary (page 99)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES AND INFERRING (SPOKEN & WRITTEN)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2)	4, 5
VOCABULARY CONTROL	Can control a narrow repertoire dealing with concrete everyday needs. (A2)	4
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	6
SUSTAINED MONOLOGUE: describing experience	Can describe people, places and possessions in simple terms. (A2)	

9.4 Let's save the last pristine continent

TED Talks (page 100)

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

Critical thinking (page 101)

COMPONENT	DESCRIPTOR	EXERCISE
WATCHING TV AND FILM	Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary. (A2)	5, 6

Vocabulary in context (page 101)

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

Presentation skills Using pauses (page 101)

COMPONENT	DESCRIPTOR	EXERCISE
WATCHING TV AND FILM	Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary. (A2)	9
OVERALL READING COMPREHENSION	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. (A2)	10, 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)	11

9.5 What's your claim to fame?**Communicate** Discussing an achievement (page 102)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	1
READING FOR INFORMATION & ARGUMENT	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (A2)	2
NOTES, MESSAGES & FORMS	Can write short, simple notes and messages relating to matters in areas of immediate need. (A2)	
PLANNING	Can recall and rehearse an appropriate set of phrases from his/her repertoire. (A2)	3
ADDRESSING AUDIENCES	Can give a short, rehearsed, basic presentation on a familiar subject. (A2)	
ASKING FOR CLARIFICATION	Can ask for clarification about key words or phrases not understood using stock phrases. (A2)	

Writing Writing a biography (page 102)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. (A2)	1
VOCABULARY RANGE	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	2
CREATIVE WRITING	Can write about everyday aspects of his environment e.g. people, places, a job or study experience in linked sentences. (A2)	

Presentation 3 Units 7-9 (page 103)**Model presentation**

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a sufficient vocabulary for the expression of basic communicative needs. (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)	
LISTENING TO RADIO AUDIO AND RECORDINGS	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2)	2
WATCHING TV AND FILM	Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary. (A2)	3

Your turn! (page 104)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	4, 5
NOTES, MESSAGES & FORMS	Can write short, simple notes and messages relating to matters in areas of immediate need. (A2)	4
ADDRESSING AUDIENCES	Can give a short, rehearsed, basic presentation on a familiar subject. (A2)	6
OVERALL LISTENING COMPREHENSION	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. (A2)	
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	7

Unit 10 Creative cities

Warm up (page 105)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. (A2)	
CONVERSATION	Can participate in short conversations in routine contexts on topics of interest. (A2)	
SUSTAINED MONOLOGUE: describing experience	Can explain what he/she likes or dislikes about something. (A2)	

10.1 In the neighbourhood

Vocabulary City life (page 106)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. (A2)	1
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	2, 3

Pronunciation (page 106)

COMPONENT	DESCRIPTOR	EXERCISE
PHONOLOGICAL CONTROL	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2)	4

Listening The place where I grew up (page 107)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING TO RADIO AUDIO AND RECORDINGS	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2)	5, 6, 7

Speaking What's your neighbourhood like? (page 107)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING TO RADIO AUDIO AND RECORDINGS	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2)	8
CONVERSATION	Can participate in short conversations in routine contexts on topics of interest. (A2)	9
VOCABULARY RANGE	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. (A2)	
FLEXIBILITY	Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. (A2) Can expand learned phrases through simple recombinations of their elements. (A2)	
SUSTAINED MONOLOGUE: describing experience	Can explain what he/she likes or dislikes about something. (A2) Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience. (A2)	10
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	

10.2 Nice neighbourhoods

Grammar *should* and *shouldn't* (page 108)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. (A2)	1
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
GRAMMATICAL ACCURACY	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to	3, 4

	mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2)	
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Language focus Making suggestions (page 109)

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

Speaking The right part of town (page 109)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	10

10.3 Reshaping a city

Reading Breathing new life into the old place (page 110)

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

Understanding purpose (page 111)

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

Understanding details (page 111)

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

Understanding vocabulary (page 111)

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

10.4 How to revive a neighbourhood...

TED Talks (page 112)

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

Critical thinking (page 113)

COMPONENT	DESCRIPTOR	EXERCISE
WATCHING TV AND FILM	Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary. (A2)	5
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	6

Vocabulary in context (page 113)

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

Presentation skills Paraphrasing by key points (page 113)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING TO RADIO AUDIO AND RECORDINGS	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2)	9

WATCHING TV AND FILM	Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary. (A2)	
OVERALL READING COMPREHENSION	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. (A2)	10
VOCABULARY RANGE	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. (A2)	11

10.5 Let's make things better

Communicate Planning improvements (page 114)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. (A2)	1
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]	2
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	2, 3
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)	3

Writing Writing a proposal (page 114)

COMPONENT	DESCRIPTOR	EXERCISE
CREATIVE WRITING	Can write about everyday aspects of his environment e.g. people, places, a job or study experience in linked sentences. (A2)	4

Unit 11 Images

Warm up (page 115)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. (A2)	
CONVERSATION	Can participate in short conversations in routine contexts on topics of interest. (A2)	
SUSTAINED MONOLOGUE: describing experience	Can explain what he/she likes or dislikes about something. (A2)	

11.1 Snapshots

Vocabulary Photography (page 116)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. (A2)	1, 2
SUSTAINED MONOLOGUE: describing experience	Can tell a story or describe something in a simple list of points. (A2) Can explain what he/she likes or dislikes about something. (A2)	2

Listening My perfect photo (page 117)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING TO RADIO AUDIO AND RECORDINGS	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2)	3, 4
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	5

Pronunciation (page 117)

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

Speaking What do you think? (page 117)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING TO RADIO AUDIO AND RECORDINGS	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2)	7
CONVERSATION	Can participate in short conversations in routine contexts on topics of interest. (A2)	8, 9
VOCABULARY RANGE	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. (A2)	
FLEXIBILITY	Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. (A2) Can expand learned phrases through simple recombinations of their elements. (A2)	
SUSTAINED MONOLOGUE: describing experience	Can explain what he/she likes or dislikes about something. (A2) Can tell a story or describe something in a simple list of points. (A2)	9

11.2 What's your opinion?

Grammar *Look and look like* (page 118)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. (A2)	1
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	1, 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)	2
GRAMMATICAL ACCURACY	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2)	3, 4

Language focus Asking for and giving opinions (page 119)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. (A2)	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, 8

Pronunciation (page 119)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING TO RADIO AUDIO AND RECORDINGS	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2)	9

Speaking Is it real? (page 119)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	10, 11

11.3 Art and nature

Reading When reality is stranger than fiction (page 120)

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

Understanding main ideas (page 121)

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

Understanding details (page 121)

COMPONENT	DESCRIPTOR	EXERCISE
READING FOR INFORMATION & ARGUMENT	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (A2)	4, 5

Understanding vocabulary (page 121)

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

11.4 Impossible photography

TED Talks (page 122)

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

Critical thinking (page 123)

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

Vocabulary in context (page 123)

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

Presentation skills Introducing a visual (page 123)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING TO RADIO AUDIO AND RECORDINGS	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2)	8, 9
SUSTAINED MONOLOGUE: describing experience	Can tell a story or describe something in a simple list of points. (A2)	10
VOCABULARY RANGE	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. (A2)	

11.5 Look again!

Communicate Discussing combinations (page 124)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. (A2)	1
SUSTAINED MONOLOGUE: describing experience	Can tell a story or describe something in a simple list of points. (A2)	2
ASKING FOR CLARIFICATION	Can ask for clarification about key words or phrases not understood using stock phrases. (A2)	

Writing Describing a photo (page 124)

COMPONENT	DESCRIPTOR	EXERCISE
CREATIVE WRITING	Can write about everyday aspects of his environment e.g. people, places, a job or study experience in linked sentences. (A2)	3
VOCABULARY RANGE	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. (A2)	

Unit 12 Health

Warm up (page 125)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. (A2)	
CONVERSATION	Can participate in short conversations in routine contexts on topics of interest. (A2)	

12.1 Staying healthy

Vocabulary Habits (page 126)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. (A2)	1
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	2
SUSTAINED MONOLOGUE: describing experience	Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2)	3

Listening My healthy (and unhealthy) habits (page 127)

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

Pronunciation (page 127)

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

Speaking Is that healthy? (page 127)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING TO RADIO AUDIO AND RECORDINGS	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2)	7
CONVERSATION	Can participate in short conversations in routine contexts on topics of interest. (A2)	8
VOCABULARY RANGE	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. (A2)	

FLEXIBILITY	Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. (A2) Can expand learned phrases through simple recombinations of their elements. (A2)	8, 9
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	9

12.2 Healthy choices

Grammar Zero conditional (page 128)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. (A2)	1
IDENTIFYING CUES AND INFERRING (SPOKEN & WRITTEN)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2)	
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
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
VOCABULARY RANGE	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. (A2)	4

Language Focus Talking about facts (page 129)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. (A2)	5
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 Listening for unstressed words (page 129)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING TO RADIO AUDIO AND RECORDINGS	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2)	8

Speaking Healthy choices (page 129)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	9, 10

12.3 A simple solution

Reading Learning to use 'the most beautiful invention' (page 130)

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

Understanding purpose (page 131)

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

Understanding details (page 131)

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

Understanding vocabulary (page 131)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES AND INFERRING (SPOKEN & WRITTEN)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2)	4, 5
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	6

12.4 The simple power of handwashing

TED Talks (page 132)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES AND INFERRING (SPOKEN & WRITTEN)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2)	1

WATCHING TV AND FILM	Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary. (A2)	2, 3, 4
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Critical thinking (page 133)

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

Vocabulary in context (page 133)

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

Presentation skills Getting the audience's attention (page 133)

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

12.5 Fact or myth

Communicate A food hygiene quiz (page 134)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. (A2)	1, 2
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	2
INFORMAL DISCUSSION (WITH FRIENDS)	Can agree and disagree with others. (A2)	

Writing Giving health tips (page 134)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL WRITTEN PRODUCTION	Can write a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because". (A2)	3

VOCABULARY RANGE	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. (A2)	
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Presentation 4 Units 10-12 (page 135)

Model presentation

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a sufficient vocabulary for the expression of basic communicative needs. (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)	
LISTENING TO RADIO AUDIO AND RECORDINGS	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2)	2
WATCHING TV AND FILM	Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary. (A2)	3

Your turn! (page 136)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	4, 5
NOTES, MESSAGES & FORMS	Can write short, simple notes and messages relating to matters in areas of immediate need. (A2)	
ADDRESSING AUDIENCES	Can give a short, rehearsed, basic presentation on a familiar subject. (A2)	6
OVERALL LISTENING COMPREHENSION	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. (A2)	
OVERALL SPOKEN INTERACTION	Can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. (A2)	7