

A2

Life



**Common European Framework of
Reference (CEFR) Correlation**

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Introduction

What is the Common European Framework of Reference?

The Council of Europe has developed the Common European Framework of Reference: Learning, Teaching, Assessment (or CEFR for short) with a view to promoting language teaching and learning within Europe.

The CEFR aims to provide a descriptive framework which encourages the development of language skills and inter-cultural awareness, learner autonomy and lifelong learning. It is of interest to course designers and coursebook writers as well as teachers, testers and teacher trainers.

The CEFR aims to promote a coherent approach to language learning with an emphasis on examining what we can do with a language. It also provides a framework which permits the comparison of the language levels of individuals in an impartial way.

What are the aims of the CEFR?

It is important to be aware that the CEFR is designed as a set of common reference points and not as a set of points that should be covered systematically in study. One level or one set of reference points is not intended to refer to a year of study or a number of hours of study. It recognizes that students have different aims and learn at different speeds.

The CEFR does not intend to prescribe a method of teaching, and recognizes that there are a variety of methods relevant to different teaching contexts. However, it has a clear focus on the four skills and on developing an ability to communicate rather than acquire knowledge.

The CEFR also emphasizes acquiring the skills to learn independently. It encourages autonomy in students and focuses on what they 'can do' and not on what they still need to learn.

The CEFR intends to help define teachers' and learners' objectives. Teachers need to understand what they want to achieve on a course and students need clear objectives. The CEFR provides a set of Descriptors and levels of competence that help focus such aims.

How are the levels of the CEFR organized?

The CEFR has six levels which range from A1 (students with a starter level of English) to C2 (students who can use the language fluently and with precision). Below is an overview of these levels.

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.

Note that the CEFR recognizes intermediate levels between the global levels above – A2+, B2+, etc.

Each of the six levels of the CEFR is defined by a large set of descriptors – 'can do tick points' – which aim to define the expected language ability of an individual at each of the levels. For example, one of the descriptors under the heading *Conversation* at A1 level is: *can ask how people are and react to news*. At C2 level, a descriptor under the same heading is: *can use language flexibly and effectively for social purposes*.

How does the CEFR correspond to LIFE?

The *LIFE* series has a communicative approach with an emphasis on learning language in real life contexts and on producing language in a broad range of speaking and writing situations. Consequently, its approach mirrors the functional descriptors of the CEFR as well as its broad emphasis on being able to communicate in a range of realistic situations.

LIFE Student Book 1 covers the competences for A1. *LIFE Student Book 2* covers the competences for A2. *LIFE Student Book 3* covers the majority of competences for B1. *LIFE Student Book 4* covers the competences for B1 and some for B2 (hence the B1+ labelling). *LIFE Student Book 5* covers the competences for B2. *LIFE Student Book 6* covers the competences for C1. There is, of course, built-in revision of the competences from the previous level before moving on to the new competence.

In this booklet, each exercise of the *LIFE* series is mapped against core descriptors at the relevant global level. So, *LIFE Student Book 1* is mapped against descriptors at the A1 Breakthrough level, *LIFE Student Book 2* at the A2 Waystage level, *LIFE Student Book 3* at the B1 Threshold level, *LIFE Student Book 4* at the B1 Threshold and B2 Vantage levels, *LIFE Student Book 5* at the B2 Vantage level, and *LIFE Student Book 6* at the C1 Effective Operational Proficiency level.

How does LIFE match the aims of the CEFR?

LIFE's grammar and vocabulary syllabus encourages the linguistic competences needed for students to be able to communicate successfully. In particular, the *Grammar* and *Word focus* sections provide information and practice necessary for students to build their understanding and use.

The emphasis on the four skills of reading, writing, speaking and listening in *LIFE* reflects the same emphasis in the CEFR. The *Real Life* section in each unit of *LIFE* introduces and practices key functional areas of language which mirror those in the CEFR. The video section in each unit of *LIFE* develops students' ability to follow real spoken interaction and production in English. It also encourages students to use English in realistic roleplay scenarios.

The *I can* sections in each unit set clear objectives and checks that these objectives have been achieved.

The Workbook and teacher's resources give students extra practice and learning resources. The Workbook aims to develop learner autonomy.

Can I learn more about this?

You can find more information about the Council of Europe at www.coe.int. Hyperlinked pdfs of the CEFR are also available at this site.

2018 updates to CEFR descriptors

The descriptors contained in this document have been updated to match the revisions to the wording in the *COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES: LEARNING, TEACHING, ASSESSMENT, COMPANION VOLUME WITH NEW DESCRIPTORS* from 2018.

Life has been mapped against this updated version of the CEFR, covering a broad range of key descriptors such as all the listening and reading skills, written and spoken production, as well as many essential descriptors such as using cues and inferring and spoken fluency. Note however that the updated descriptors in the 2018 document also include a number of newer sections such as mediation, online interaction and reactions to literature, which have not been covered in our mapping

LIFE Elementary CEF Overview

Framework level: A2

Communicative activities:

Reception (spoken)

<p>Overall listening comprehension:</p> <p>Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.</p>	<p>U1 ex2; U1a ex2, 8; U1d ex3, 4, 5; U2 ex2; U2b ex4; U2d ex3, 4; U3 ex2; U3a ex7, 8; U3b ex2, 3; U3d ex3, 4; U4 ex1, 2; U4b ex4; U4d ex3, 4; U5 ex2, 3; U5a ex, 5, 6; U5b ex7, 8, 10; U5d ex4, 5; U6 ex1, 2, 3, 3; U6b ex2; U6d ex1, 4; U7 ex2; U7b ex3, 4; U7d ex2, 3; U8 ex2; U8b ex5, 6; U8d ex3, 4; U9 ex2; U9a ex7, 8; U9b ex4, 5, 8; U9d ex2, 3; U10 ex2; U10b ex6, 7; U10d ex2, 3; U10e ex3, 4; U11 ex2; U11d ex2, 3; U12 ex2, 3; U12 ex2; U12b ex9, 10; U12d ex2, 4; U12d ex2, 3</p>
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Reception (audio / visual)

<p>Watching TV and film:</p> <p>Can identify the main point of TV news items reporting events, accidents, etc. where the visual supports the commentary.</p> <p>Can follow changes of topic of factual TV news items, and form an idea of the main content.</p>	<p>U1f ex3, 4; U2f ex4, 5, 6; U3f ex4, 5, 6; U4f ex4, 5; U5f ex4, 5; U6f ex4, 5; U7f ex4, 5; U8f ex4, 5; U9f ex4; U10f ex4, 5, 6; U11f ex4, 5; U12f ex3, 4</p>
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Reception (written)

<p>Overall reading comprehension:</p> <p>Can understand short, simple texts on familiar matters of a concrete type which consist of high-frequency everyday or job-related language.</p>	<p>U1b ex2, 3; U1c ex3, 4; U1e ex1; U2a ex2; U3a ex1; U3c ex2, 3, 9, 10; U3e ex2; U4a ex2; U4c ex2, 4; U4d ex1; U4e ex2; U5b ex2; U5c ex2, 3; U6a ex2, 3; U6c ex3, 4; U6e ex2; U7a ex2, 3; U7c ex2, 3; U7e ex1; U8a ex5, 6; U8c ex2; U8e ex3a, 3b; U8f ex9; U9a ex4, 5; U9b ex8; U9c ex3, 4; U9e ex2, 3; U10a ex2, 3; U10b ex2, 4; U10c ex3, 4, 5; U11a ex2, 3; U11b ex1; U11c ex2, 3, 9; U12a ex5, 6; U12b ex2, 3; U12c ex2, 4</p>
<p>Reading for orientation:</p> <p>Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.</p>	<p>U1c ex2; U1e ex2; U2e ex1; U5d ex2; U5e ex1; U7e ex1; U9e ex2; U10a ex3; U11e ex3; U12e ex2</p>
<p>Reading for information and argument:</p> <p>Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.</p>	<p>U3a ex1; U3c ex3; U4a ex3; U4c ex3; U6a ex2; U6c ex4; U7c ex8, 9; U8a ex6; U8c ex2; U9c ex5, 6; U10c ex5; U11c ex5, 6; U12c ex5</p>

Interaction (spoken)

<p>Overall spoken interaction:</p> <p>Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.</p>	<p>U1 ex3, 4; U1a ex9, 10; U1b ex1; U1b ex5, 6, 12; U1c ex8, 9; U1d ex6; U1f ex1, 2, 7; U2 ex1, 3; U2a ex8; U2b ex12; U2c ex7; U2d ex9; U2f ex1, 2, 7, 9; U3 ex4; U3a ex11; U3b ex8, 12; U3c ex11; U3d ex1, 2, 5; U3f ex1, 2, 8; U4 ex4; U4a ex6, 12; U4b ex12, 13; U4c ex1, 9; U4d ex2, 6, 7; U4ex1; U4f ex1, 7; U4 Review ex8, 9; U5 ex4; U5a ex11, 12; U5b ex3; U5c ex1, 6; U5d ex2; U5f ex1; U5 Review ex9; U6a ex11; U6b ex1, 10, 12; U6c ex2, 6, 8, 9; U6d ex3b, 5; U6f ex1; U6 Review ex1; U7 ex4; U7a ex10, 12; U7b ex1, 10; U7c ex1, 7; U7f ex1; U7 Review ex10; U8 ex3; U8a ex3, 14; U8b ex11; U8c ex8; U8d ex1, 2; U8f ex1; U9 ex4; U9a ex1, 3, 6, 15; U9b ex3, 11; U9c ex2; U9d ex1; U9e ex1; U9f ex1, 2; U9 Review ex7, 9; U10 ex4; U10a ex4, 10; U10b ex1, 2, 11; U10c ex1; U10d ex1; U10e ex1, 2, 6; U10f ex1, 7b; U10 Review ex8; U11 ex4; U11a ex1, 5, 11; U11b ex2, 7, 9, 13; U11c ex1, 4; U11d ex1; U11e ex1, 2; U11f ex1; U11 Review ex8; U12 ex1; U12a ex3, 4, 1, 11, 14; U12b ex1, 11; U12c ex9; U12d ex1; U12e ex1; U12f ex1, 7; U12 Review ex8, 9, 10</p>
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<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>U1 ex3, 4; U1a ex9, 10, 11; U1d ex6; U1 Review ex9, 10; U3a ex3; U4f ex7; U5f ex8; U6c ex2; U6d ex3b, 5; U6 Review ex10; U7b ex10; U7d ex4; U9a ex3, 6; U9b ex11; U9d ex5; U9 Review ex9; U10a ex10; U10b ex11; U10d ex5; U11a ex5; U12c ex10</p>
<p>Informal discussion:</p> <p>Can generally identify the topic of discussion around her which is conducted slowly and clearly.</p> <p>Can discuss what to do in the evening, at the weekend.</p> <p>Can make and respond to suggestions.</p> <p>Can agree and disagree with others.</p>	<p>U3c ex11; U4a ex1; U4c ex1, 5; U4d ex2; U5a ex5; U5b ex1, 3; U5c ex1; U6a ex1; U6b ex1; U6c ex8; U6e ex1; U6f ex1; U7a ex12; U7c ex1, 7; U7d ex2; U8a ex3; U8c ex1, 8; U8e ex1; U9 ex1, 4; U9a ex2; U9b ex3; U9c ex1, 7; U9f ex8; U10 ex1; U10a ex4; U10b ex1; U10c ex1; U10f ex8; U11 ex1; U11c ex1; U11f ex2, 7; U12c ex1</p>
<p>Goal-oriented co-operation:</p> <p>Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand.</p> <p>Can discuss what to do next, making and responding to suggestions, asking for and giving directions.</p> <p>Can ask and answer questions about what they do at work and in free time.</p> <p>Can ask for and give directions referring to a map or plan.</p> <p>Can ask for and provide personal information.</p>	<p>U1f ex6; U2f ex7; U3b ex8, 12; U4b ex2; U9a ex13, 15; U10f ex7b; U11b ex9, 13; U11d ex5, 6; U12f ex6</p>
<p>Transactions to obtain goods and services:</p> <p>Can deal with common aspects of everyday living such as travel, lodgings, eating and shopping.</p> <p>Can get all the information needed from a tourist office, as long as it is of a straightforward, non-specialised nature.</p> <p>Can ask for and provide everyday goods and services.</p> <p>Can get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets.</p> <p>Can ask about things and make simple transactions in shops, post offices or banks.</p> <p>Can give and receive information about quantities, numbers, prices, etc.</p> <p>Can make simple purchases by stating what is wanted and asking the price.</p> <p>Can order a meal.</p>	<p>U2d ex9; U2 Review ex8, 9; U5b ex12, 13; U5d ex7; U6 Review ex8, 9, 10; U7d ex4; U7 Review ex10</p>
<p>Information exchange:</p> <p>Can communicate in simple and routine tasks requiring a simple and direct exchange of information.</p> <p>Can exchange limited information on familiar and routine operational matters.</p> <p>Can ask and answer questions about what they do at work and in free time.</p> <p>Can ask for and give directions referring to a map or plan.</p> <p>Can ask for and provide personal information.</p>	<p>U1e ex6; U3b ex8, 12; U3d ex5; U3 Review ex10; U4d ex6, 7; U4 Review ex8, 9; U5a ex11; U6a ex6; U6b ex12; U6c ex6; U7b ex10; U10 ex4; U10a ex10; U12a ex7</p>

<p>Can understand enough to manage simple, routine exchanges without undue effort.</p> <p>Can deal with practical everyday demands: finding out and passing on straightforward factual information.</p> <p>Can ask and answer questions about habits and routines.</p> <p>Can ask and answer questions about pastimes and past activities.</p> <p>Can give and follow simple directions and instructions, e.g. explain how to get somewhere.</p>	<p>U2e ex7; U3e ex5; U3f ex8, 9; U4e ex6; U5e ex4; U6e ex5; U8d ex6; U11c ex10; U12 ex3</p>
<p>Interviewing and being interviewed:</p> <p>Can answer simple questions and respond to simple statements in an interview.</p>	<p>U4b ex12, 13; U4c ex9; U4d ex6, 7; U4 Review ex8, 9; U6b ex12; U6c ex9; U8a ex14; U10b ex11</p>

Interaction (written)

<p>Notes, messages and forms:</p> <p>Can take a short, simple message provided he/she can ask for repetition and reformulation.</p>	<p>U4e ex5; U6e ex4; U8e ex3c, 4; U8f ex10; U10e ex5, 6; U10f ex10; U11b ex1; U11e ex5</p>
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Production (spoken)

<p>Overall spoken production:</p> <p>Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.</p>	<p>U1b ex11; U1c ex1, 4; U2c ex1; U3b ex13; U3 Review ex5, 8; U5a ex7; U5f ex3; U8f ex8; U8 Review ex7; U10f ex9; U11a ex11; U11b ex13; U11f ex8; U12f ex8</p>
<p>Sustained monologue (describing experience):</p> <p>Can describe his/her family, living conditions, educational background, present or most recent job.</p> <p>Can describe people, places and possessions in simple terms.</p>	<p>U1a ex11; U1b ex11; U1 Review ex9, 10; U3a ex6; U3 Review ex8; U4a ex11; U4 Review ex7; U5b ex6; U6a ex12; U7f ex7; U8f ex8; U12d ex5, 6</p>
<p>Addressing audiences:</p> <p>Can give a short, rehearsed, basic presentation on a familiar subject.</p> <p>Can answer straightforward follow up questions if he/she can ask for repetition and if some help with the formulation of his reply is possible.</p>	<p>U5a ex13; U5c ex8; U6c ex5; U6f ex8; U8b ex10; U8f ex7; U9f ex9; U10c ex9; U10f ex9; U11f ex8; U12f ex8</p>

Production (written)

<p>Overall written production:</p> <p>Can write a series of simple phrases and sentences linked with simple connectors like <i>and</i>, <i>but</i> and <i>because</i>.</p>	<p>U1e ex3, 4, 5; U1f ex7; U2a ex10, 12; U2e ex3, 4, 5, 6; U3e ex3; U3f ex5; U4a ex10; U4e ex3, 4; U5e ex2a, 2b, 3; U6e ex3; U7a ex11; U7b ex9; U7c ex10; U7e ex2a, 2b, 3, 4, 5; U8a ex10; U8b ex9; U8 Review ex7; U9b ex10; U9e ex4; U10e ex4; U10f ex10; U11b ex12; U11c ex10; U11e ex4; U12e ex3, 4</p>
<p>Creative writing:</p> <p>Can write about everyday aspects of their environment, e.g. people, places, a job or study experience in linked sentences.</p> <p>Can write very short, basic descriptions of events, past activities and personal experiences.</p>	<p>U1e ex3, 4, 5; U3e ex4; U6b ex11; U7c ex10; U7e ex4; U8a ex11; U9e ex5; U10c ex9; U12e ex5</p>
<p>Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job.</p>	<p>U2a ex10, 12; U6a ex12; U9a ex12</p>

Communication strategies:

Reception

<p>Identifying cues and inferring:</p> <p>Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.</p>	<p>U1f ex5; U2f ex3; U3c ex4; U4f ex7; U4f ex3; U5d ex1; U5f ex6; U6f ex2, 6; U7b ex1; U7c ex5; U7f ex6; U8c ex3; U8f ex6; U9f ex3, 6; U10c ex6; U10f ex3, 7a; U11b ex11; U11f ex3, 6a; U12c ex3; U12f ex5</p>
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Communicative language competence

Linguistic – range

<p>Vocabulary range:</p> <p>Has a sufficient vocabulary for the expression of basic communicative needs.</p> <p>Has a sufficient vocabulary for coping with simple survival needs.</p>	<p>U1a ex3, 4; U1b ex4, 5, 6; U1c ex5, 6, 7; U1 Review ex5, 6, 7, 8; U2 ex3, 4; U2a ex3, 4; U2b ex1, 2; U2c ex4; U2e ex2; U2f ex3; U2 Review ex5, 6; U3 ex3; U3a ex2; U3b ex1, 6; U3c ex4, 8; U3 Review ex6, 7; U4 ex3; U4a ex4, 5; U4b ex1; U4c ex1, 3; U4f ex2, 3; U4 Review ex4, 5, 6; U5 ex3; U5a ex1, 4; U5b ex9; U5c ex4; U5f ex2; U5 Review ex5, 6, 7; U6 ex3; U6a ex7, 8; U6c ex5; U6 Review ex5, 6, 7; U7 ex2, 3; U7d ex1; U7 Review ex5, 6, 7, 8; U8 ex1; U8a ex1; U8b ex1, 2; U8c ex5, 6; U8f ex2, 6; U8 Review ex5, 6; U9 ex1, 3; U9a ex1, 2; U9b ex2; U9c ex1; U9e ex4; U9 Review ex4, 5, 6; U10 ex3; U10a ex5; U10c ex1, 7; U10 Review ex5, 6; U11 ex3; U11a ex4; U11b ex4, 10; U11f ex3; U11 Review ex5, 6; U12a ex1; U12b ex5, 6; U12c ex3, 7; U12f ex2; U12 Review ex4, 5, 6, 7</p>
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Linguistic – control

<p>Grammatical accuracy:</p> <p>Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.</p>	<p>U1a ex5, 6, 8; U1b ex7, 8, 10; U1 Review ex1, 2, 3, 4; U2b ex5, 6, 7, 8, 9; U2b ex5, 6, 7, 9, 10; U2d ex7; U2 Review ex1, 2, 3, 4; U3a ex4, 5, 6, 9, 10; U3b ex4, 5, 6, 10, 11; U3 Review ex1, 2, 3, 4; U4a ex7; U4b ex6, 7, 8, 9, 10, 11; U4c ex6, 7; U4f ex1; U4 Review ex1, 2, 3; U5a ex8, 9, 10; U5b ex4, 5, 10, 11; U5 Review ex1, 2, 3, 4; U6a ex4, 5, 6, 9, 10; U6b ex4, 5, 6, 8, 9; U6 Review ex1, 2, 3, 4; U7a ex4, 5, 6, 7; U7b ex5, 6, 7, 8; U7c ex5; U7 Review ex1, 2, 3, 4; U8a ex7, 8, 11, 12, 13; U8b ex7, 8, 9; U8 Review ex1, 2, 3, 4; U9a ex9, 10; U9b ex7, 8, 9; U9 Review ex1, 2, 3; U10a ex6, 7, 8, 9; U10b ex8, 9; U10 Review ex1, 2, 3, 4; U11a ex6, 7, 8; U11b ex8, 9; U11c ex7, 8, 9; U11 Review ex1, 2, 3, 4; U12a ex8, 9; U12b ex8, 9; U12 Review ex1, 2, 3</p>
<p>Vocabulary control:</p> <p>Can control a narrow repertoire dealing with concrete everyday needs.</p>	<p>U2 Review ex7, 8; U3a ex3; U3b ex9; U3 Review ex5; U4a ex6; U5a ex2; U6 ex4; U6a ex8; U6b ex5; U6 Review ex6; U7 ex4; U7c ex6; U8 ex1; U8b ex10; U8 Review ex5; U9a ex3; U9b ex3; U9f ex7; U10 ex4; U10c ex2; U12a ex2, 3; U12b ex7;</p>
<p>Phonological control:</p> <p>Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.</p>	<p>U1a ex7; U1b ex9; U1c ex1; U1d ex1, 2; U2b ex10; U2c ex5; U2d ex8; U3b ex7; U3c ex9; U4a ex9; U4c ex8a, 8b; U4d ex5; U5a ex3; U5c ex5; U5d ex6a, 6b; U6a ex11a, 11b; U6b ex11; U6d ex3a; U7a ex8; U7b ex9; U8a ex2; U8b ex3; U8d ex5; U9a ex11; U9d ex4; U10d ex4; U11a ex9; U11b ex9; U11d ex4a, 4b; U12a ex11; U12d ex4</p>

Unit 1 People

Unit 1 opener (page 9)

COMPONENT	DESCRIPTOR	EXERCISE
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.	2
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	3, 4
Conversation	Can establish social contact: greetings and farewells; introductions; giving thanks. Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time. Can participate in short conversations in routine contexts on topics of interest. Can express how he/she feels in simple terms, and express thanks.	3, 4

1a Explorers (pages 10–11)

COMPONENT	DESCRIPTOR	EXERCISE
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.	2, 8
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	3, 4
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	5, 6, 8
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.	7
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	9, 10
Conversation	Can establish social contact: greetings and farewells; introductions; giving thanks. Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time. Can participate in short conversations in routine contexts on topics of interest. Can express how he/she feels in simple terms, and express thanks.	9, 10, 11
Sustained monologue	Can describe his/her family, living conditions, educational background, present or most recent job. Can describe people, places and possessions in simple terms.	11

1b A family in Kenya (pages 12–13)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	1
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.	2, 3

Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	4, 5, 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.	7, 8, 10
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	9
Sustained monologue	Can describe his/her family, living conditions, educational background, present or most recent job. Can describe people, places and possessions in simple terms.	11
Overall spoken production	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	11

1c The face of seven billion people (pages 14–15)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken production	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	1, 4
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	1
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.	3, 4
Reading for orientation	Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.	2
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	5, 6, 7
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	6, 10

1d The first day (page 16)

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.	1, 2
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.	3, 4, 5
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	6
Conversation	Can establish social contact: greetings and farewells; introductions; giving thanks. Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time. Can participate in short conversations in routine contexts on topics of interest. Can express how he/she feels in simple terms, and express thanks.	6

1e Introduce yourself (page 17)

COMPONENT	DESCRIPTOR	EXERCISE
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Reading for orientation	Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.	2
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high-frequency everyday or job-related language.	1
Overall written production	Can write a series of simple phrases and sentences linked with simple connectors like <i>and</i> , <i>but</i> and <i>because</i> .	3, 4, 5
Creative writing	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.	3, 4, 5
Information exchange	Can understand enough to manage simple, routine exchanges without undue effort. Can deal with practical everyday demands: finding out and passing on straightforward factual information. Can ask and answer questions about habits and routines. Can ask and answer questions about pastimes and past activities. Can give and follow simple directions and instructions, e.g. explain how to get somewhere.	6

1f World party (pages 18–19)

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.	3, 4
Goal-oriented co-operation	Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand. Can discuss what to do next, making and responding to suggestions, asking for and giving directions.	6
Overall written production	Can write a series of simple phrases and sentences linked with simple connectors like <i>and</i> , <i>but</i> and <i>because</i> .	7
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	1, 2, 7

Unit 1 Review and Memory Booster (page 20)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	1, 2, 3, 4
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.	5
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	5, 6, 7, 8
Conversation	Can establish social contact: greetings and farewells; introductions; giving thanks. Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time. Can participate in short conversations in routine contexts on topics of interest. Can express how he/she feels in simple terms, and express thanks.	9, 10
Sustained monologue	Can describe his/her family, living conditions, educational background, present or most recent job. Can describe people, places and possessions in simple terms.	9, 10
Overall spoken production	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	9, 10

Unit 2 Possessions

Unit 2 opener (page 21)

COMPONENT	DESCRIPTOR	EXERCISE
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.	2
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	3, 4

2a A place called home (pages 22–23)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	3, 4
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.	6
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.	2
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	8
Overall written production	Can write a series of simple phrases and sentences linked with simple connectors like <i>and</i> , <i>but</i> and <i>because</i> .	10, 12
Creative writing	Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job.	10, 12

2b My possessions (pages 24–25)

COMPONENT	DESCRIPTOR	EXERCISE
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.	4
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	1, 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.	5, 6, 7, 9, 10
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	10
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	12

2c Global objects (pages 26–27)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken production	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	1
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	4

Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	5
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	7

2d At the store (page 28)

COMPONENT	DESCRIPTOR	EXERCISE
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.	3, 4
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	7
Transactions to obtain goods and services	Can deal with common aspects of everyday living such as travel, lodgings, eating and shopping. Can get all the information needed from a tourist office, as long as it is of a straightforward, non-specialised nature.	9
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	9
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	8

2e For sale (page 29)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for orientation	Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.	1
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	2
Overall written production	Can write a series of simple phrases and sentences linked with simple connectors like <i>and</i> , <i>but</i> and <i>because</i> .	3, 4, 5, 6
Information exchange	Can understand enough to manage simple, routine exchanges without undue effort. Can deal with practical everyday demands: finding out and passing on straightforward factual information. Can ask and answer questions about habits and routines. Can ask and answer questions about pastimes and past activities. Can give and follow simple directions and instructions, e.g. explain how to get somewhere.	7

2f A thousand words (pages 30–31)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	1, 2, 7, 9
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.	3

Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	3
Watching TV and film	Can identify the main point of TV news items reporting events, accidents, etc. where the visual supports the commentary.	4, 5, 6
Goal-oriented co-operation	Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand. Can discuss what to do next, making and responding to suggestions, asking for and giving directions.	7

Unit 2 Review and Memory Booster (page 32)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	1, 2, 3, 4
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	5, 6
Transactions to obtain goods and services	Can deal with common aspects of everyday living such as travel, lodgings, eating and shopping. Can get all the information needed from a tourist office, as long as it is of a straightforward, non-specialised nature.	8, 9
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	7, 8

Unit 3 Places

Unit 3 opener (page 33)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	3
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.	3
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	4

3a Car-free zones (pages 34–35)

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.	1
Reading for information and argument	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.	1
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	2
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	3
Conversation	Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time. Can participate in short conversations in routine contexts on topics of interest.	3
Sustained monologue	Can describe his/her family, living conditions, educational background, present or most recent job. Can describe people, places and possessions in simple terms.	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.	4, 5, 6, 9, 10
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	11
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.	7, 8

3b Places of work (pages 36–37)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	1, 6
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	8, 12
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.	2, 3
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	9
Goal-oriented co-operation	Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand. Can discuss what to do next, making and responding to suggestions, asking for and giving directions.	8, 12
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	4, 5, 6, 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.	7
Information exchange	Can communicate in simple and routine tasks requiring a simple and direct exchange of information. Can exchange limited information on familiar and routine operational matters. Can ask and answer questions about what they do at work and in free time. Can ask for and give directions referring to a map or plan. Can ask for and provide personal information.	8, 12
Overall spoken production	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	13

3c Places and languages (pages 38–39)

COMPONENT	DESCRIPTOR	EXERCISE
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.	4
Reading for information and argument	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.	3
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	11

Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high-frequency everyday or job-related language.	2, 3, 9, 10
Informal discussion	Can generally identify the topic of discussion around her which is conducted slowly and clearly.	11
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	4, 8
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.	9

3d The city of Atlanta (page 40)

COMPONENT	DESCRIPTOR	EXERCISE
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.	3, 4
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	1, 2, 5
Information exchange	Can communicate in simple and routine tasks requiring a simple and direct exchange of information. Can exchange limited information on familiar and routine operational matters. Can ask and answer questions about what they do at work and in free time. Can ask for and give directions referring to a map or plan. Can ask for and provide personal information.	5

3e My favourite city (page 41)

COMPONENT	DESCRIPTOR	EXERCISE
Overall written production	Can write a series of simple phrases and sentences linked with simple connectors like <i>and</i> , <i>but</i> and <i>because</i> .	3
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high-frequency everyday or job-related language.	2
Creative writing	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.	4

3f Cowley Road (pages 42–43)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	1, 2, 8
Watching TV and film	Can identify the main point of TV news items reporting events, accidents, etc. where the visual supports the commentary.	4, 5, 6
Information exchange	Can understand enough to manage simple, routine exchanges without undue effort. Can deal with practical everyday demands: finding out and passing on straightforward factual information. Can ask and answer questions about habits and routines. Can ask and answer questions about pastimes and past activities. Can give and follow simple directions and instructions, e.g. explain how to get somewhere.	8, 9
Overall written production	Can write a series of simple phrases and sentences linked with simple connectors like <i>and</i> , <i>but</i> and <i>because</i> .	5

Unit 3 Review and Memory Booster (page 44)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	1, 2, 3, 4
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	6, 7
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	5
Sustained monologue	Can describe his/her family, living conditions, educational background, present or most recent job. Can describe people, places and possessions in simple terms.	8
Overall spoken production	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	5, 8
Information exchange	Can communicate in simple and routine tasks requiring a simple and direct exchange of information. Can exchange limited information on familiar and routine operational matters. Can ask and answer questions about what they do at work and in free time. Can ask for and give directions referring to a map or plan. Can ask for and provide personal information.	10

Unit 4 Free time

Unit 4 opener (page 45)

COMPONENT	DESCRIPTOR	EXERCISE
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.	1, 2
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	3
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	4

4a 100% Identical? (pages 46–47)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can generally identify the topic of discussion around her which is conducted slowly and clearly.	1
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.	2
Reading for information and argument	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.	3
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	4, 5
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	6
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	6, 12

Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	7, 8
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.	9
Overall written production	Can write a series of simple phrases and sentences linked with simple connectors like <i>and</i> , <i>but</i> and <i>because</i> .	10
Sustained monologue	Can describe his/her family, living conditions, educational background, present or most recent job. Can describe people, places and possessions in simple terms.	11

4b Free time in the Arctic (pages 48–49)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	1
Goal-oriented co-operation	Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand. Can discuss what to do next, making and responding to suggestions, asking for and giving directions.	2
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.	4
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	6-11
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	12, 13
Interviewing and being interviewed	Can answer simple questions and respond to simple statements in an interview.	12, 13

4c Extreme sports (pages 50–51)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	1, 3
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	1, 9
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	8a, 8b
Informal discussion	Can generally identify the topic of discussion around her which is conducted slowly and clearly.	1, 5
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.	2, 4
Reading for information and argument	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.	3
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	6, 7

Interviewing and being interviewed	Can answer simple questions and respond to simple statements in an interview.	9
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4d Take a year off! (page 52)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	2, 6, 7
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.	1
Informal discussion	Can generally identify the topic of discussion around her which is conducted slowly and clearly.	2
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.	3, 4
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	5
Information exchange	Can communicate in simple and routine tasks requiring a simple and direct exchange of information. Can exchange limited information on familiar and routine operational matters. Can ask and answer questions about what they do at work and in free time. Can ask for and give directions referring to a map or plan. Can ask for and provide personal information.	6, 7
Interviewing and being interviewed	Can answer simple questions and respond to simple statements in an interview.	6, 7

4e You have an email (page 53)

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.	2
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	1
Overall written production	Can write a series of simple phrases and sentences linked with simple connectors like <i>and</i> , <i>but</i> and <i>because</i> .	3, 4
Notes, messages and forms	Can take a short, simple message provided he/she can ask for repetition and reformulation.	5
Information exchange	Can understand enough to manage simple, routine exchanges without undue effort. Can deal with practical everyday demands: finding out and passing on straightforward factual information. Can ask and answer questions about habits and routines. Can ask and answer questions about pastimes and past activities. Can give and follow simple directions and instructions, e.g. explain how to get somewhere.	6

4f Urban biking (pages 54–55)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	1, 7

Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	2, 3
Watching TV and film	Can identify the main point of TV news items reporting events, accidents, etc. where the visual supports the commentary.	4, 5
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.	3
Conversation	Can establish social contact: greetings and farewells; introductions; giving thanks. Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time. Can participate in short conversations in routine contexts on topics of interest. Can express how he/she feels in simple terms, and express thanks.	7

Unit 4 Review and Memory Booster (page 56)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	1, 2, 3
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	4, 5, 6
Sustained monologue	Can describe his/her family, living conditions, educational background, present or most recent job. Can describe people, places and possessions in simple terms.	7
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	8, 9
Interviewing and being interviewed	Can answer simple questions and respond to simple statements in an interview.	8, 9

Unit 5 Food

Unit 5 opener (page 57)

COMPONENT	DESCRIPTOR	EXERCISE
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.	2, 3
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	3
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	4

5a Famous for food (pages 58–59)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	1, 4
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	2
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	3

Informal discussion	Can generally identify the topic of discussion around her which is conducted slowly and clearly.	5
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.	5, 6
Overall spoken production	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	7
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	8, 9, 10
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	11, 12
Addressing audiences	Can give a short, rehearsed, basic presentation on a familiar subject. Can answer straightforward follow up questions if he/she can as for repetition and if some help with the formulation of his reply is possible.	13

5b Top five food markets (pages 60–61)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can generally identify the topic of discussion around her which is conducted slowly and clearly.	1, 3
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high-frequency everyday or job-related language.	2
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	3
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	4, 5, 10, 11
Sustained monologue	Can describe his/her family, living conditions, educational background, present or most recent job. Can describe people, places and possessions in simple terms.	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.	7, 8, 10
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	9
Transactions to obtain goods and services	Can ask for and provide everyday goods and services. Can get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets. Can ask about things and make simple transactions in shops, post offices or banks. Can give and receive information about quantities, numbers, prices, etc. Can make simple purchases by stating what is wanted and asking the price. Can order a meal.	12, 13

5c An eater's guide to food labels (pages 62–63)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	1, 6
Informal discussion	Can generally identify the topic of discussion around her which is conducted slowly and clearly.	1

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.	2
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	4
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	5
Addressing audiences	Can give a short, rehearsed, basic presentation on a familiar subject. Can answer straightforward follow up questions if he/she can ask for repetition and if some help with the formulation of his reply is possible.	8

5d At the restaurant (page 64)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can generally identify the topic of discussion around her which is conducted slowly and clearly.	1
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.	1
Reading for orientation	Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.	2
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	2
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.	4, 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.	6a, 6b
Transactions to obtain goods and services	Can ask for and provide everyday goods and services. Can get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets. Can ask about things and make simple transactions in shops, post offices or banks. Can give and receive information about quantities, numbers, prices, etc. Can make simple purchases by stating what is wanted and asking the price. Can order a meal.	7

5e What do I do next? (page 65)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for orientation	Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.	1
Overall written production	Can write a series of simple phrases and sentences linked with simple connectors like <i>and</i> , <i>but</i> and <i>because</i> .	2a, 2b, 3
Information exchange	Can understand enough to manage simple, routine exchanges without undue effort. Can deal with practical everyday demands: finding out and passing on straightforward factual information. Can ask and answer questions about habits and routines. Can ask and answer questions about pastimes and past activities. Can give and follow simple directions and instructions, e.g. explain how to get somewhere.	4

5f The world food quiz (pages 66–67)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	1
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	2
Overall spoken production	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	3
Watching TV and film	Can identify the main point of TV news items reporting events, accidents, etc. where the visual supports the commentary.	4, 5
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.	6
Conversation	Can establish social contact: greetings and farewells; introductions; giving thanks. Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time. Can participate in short conversations in routine contexts on topics of interest. Can express how he/she feels in simple terms, and express thanks.	8

Unit 5 Review and Memory Booster (page 68)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	1, 2, 3, 4
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	5, 6, 7
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	9

Unit 6 Past lives

Unit 6 opener (page 69)

COMPONENT	DESCRIPTOR	EXERCISE
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.	1, 2, 3
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	3
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	4

6a Famous faces (pages 70–71)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	7, 8
Informal discussion	Can generally identify the topic of discussion around her which is conducted slowly and clearly.	1
Reading for information and argument	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.	2

Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high-frequency everyday or job-related language.	2, 3
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	8
Sustained monologue	Can describe his/her family, living conditions, educational background, present or most recent job. Can describe people, places and possessions in simple terms.	12
Information exchange	Can communicate in simple and routine tasks requiring a simple and direct exchange of information. Can exchange limited information on familiar and routine operational matters. Can ask and answer questions about what they do at work and in free time. Can ask for and give directions referring to a map or plan. Can ask for and provide personal information.	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.	4, 5, 6, 9, 10
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	11a, 11b
Creative writing	Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job.	12
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	11

6b Visiting the past (pages 72–73)

COMPONENT	DESCRIPTOR	EXERCISE
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.	2
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	5
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	1, 10, 12
Informal discussion	Can generally identify the topic of discussion around her which is conducted slowly and clearly.	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.	4, 5, 6, 8, 9
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	11
Creative writing	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.	11
Information exchange	Can communicate in simple and routine tasks requiring a simple and direct exchange of information. Can exchange limited information on familiar and routine operational matters. Can ask and answer questions about what they do at work and in free time. Can ask for and give directions referring to a map or plan. Can ask for and provide personal information.	12
Interviewing and being interviewed	Can answer simple questions and respond to simple statements in an interview.	12

6c Lifelogging (pages 74–75)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can generally identify the topic of discussion around her which is conducted slowly and clearly.	8
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	5
Conversation	Can establish social contact: greetings and farewells; introductions; giving thanks. Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time. Can participate in short conversations in routine contexts on topics of interest. Can express how he/she feels in simple terms, and express thanks.	2
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high-frequency everyday or job-related language.	3, 4
Reading for information and argument	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.	4
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	2, 6, 8, 9
Information exchange	Can communicate in simple and routine tasks requiring a simple and direct exchange of information. Can exchange limited information on familiar and routine operational matters. Can ask and answer questions about what they do at work and in free time. Can ask for and give directions referring to a map or plan. Can ask for and provide personal information.	6
Addressing audiences	Can give a short, rehearsed, basic presentation on a familiar subject. Can answer straightforward follow up questions if he/she can ask for repetition and if some help with the formulation of his reply is possible.	5
Interviewing and being interviewed	Can answer simple questions and respond to simple statements in an interview.	9

6d How was your evening? (page 76)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	6b, 5
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.	1, 4
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	3a
Conversation	Can establish social contact: greetings and farewells; introductions; giving thanks. Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time. Can participate in short conversations in routine contexts on topics of interest. Can express how he/she feels in simple terms, and express thanks.	3b, 5

6e Thanks! (page 77)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can generally identify the topic of discussion around her which is conducted slowly and clearly.	1

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.	2
Overall written production	Can write a series of simple phrases and sentences linked with simple connectors like <i>and</i> , <i>but</i> and <i>because</i> .	3
Notes, messages and forms	Can take a short, simple message provided he/she can ask for repetition and reformulation.	4
Information exchange	Can understand enough to manage simple, routine exchanges without undue effort. Can deal with practical everyday demands: finding out and passing on straightforward factual information. Can ask and answer questions about habits and routines. Can ask and answer questions about pastimes and past activities. Can give and follow simple directions and instructions, e.g. explain how to get somewhere.	5

6f Objects from the past (pages 78–79)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	1
Watching TV and film	Can identify the main point of TV news items reporting events, accidents, etc. where the visual supports the commentary.	4, 5
Informal discussion	Can generally identify the topic of discussion around her which is conducted slowly and clearly.	1
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.	2, 6
Addressing audiences	Can give a short, rehearsed, basic presentation on a familiar subject. Can answer straightforward follow up questions if he/she can ask for repetition and if some help with the formulation of his reply is possible.	8

Unit 6 Review and Memory Booster (page 80)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	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.	1, 2, 3, 4
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	5, 6, 7
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	6
Transactions to obtain goods and services	Can ask for and provide everyday goods and services. Can get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets. Can ask about things and make simple transactions in shops, post offices or banks. Can give and receive information about quantities, numbers, prices, etc. Can make simple purchases by stating what is wanted and asking the price. Can order a meal.	8, 9, 10

Conversation	<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>	10
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Unit 7 Journeys

Unit 7 opener (page 81)

COMPONENT	DESCRIPTOR	EXERCISE
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.	2
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	2, 3
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	4
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	4

7a Animal journeys (pages 82–83)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can generally identify the topic of discussion around her which is conducted slowly and clearly.	12
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.	2, 3
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	4, 5, 6, 7
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.	8
Overall written production	Can write a series of simple phrases and sentences linked with simple connectors like <i>and</i> , <i>but</i> and <i>because</i> .	11
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	10, 12

7b The deepest place on Earth (pages 84–85)

COMPONENT	DESCRIPTOR	EXERCISE
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.	1
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	1, 10
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.	3, 4
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	5, 6, 7, 8

Information exchange	Can communicate in simple and routine tasks requiring a simple and direct exchange of information. Can exchange limited information on familiar and routine operational matters. Can ask and answer questions about what they do at work and in free time. Can ask for and give directions referring to a map or plan. Can ask for and provide personal information.	10
Overall written production	Can write a series of simple phrases and sentences linked with simple connectors like <i>and</i> , <i>but</i> and <i>because</i> .	9
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	9
Conversation	Can establish social contact: greetings and farewells; introductions; giving thanks. Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time. Can participate in short conversations in routine contexts on topics of interest. Can express how he/she feels in simple terms, and express thanks.	10

7c Visit Colombia! (pages 86–87)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	1, 7
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	6
Reading for information and argument	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.	8, 9
Informal discussion	Can generally identify the topic of discussion around her which is conducted slowly and clearly.	1, 7
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.	5
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.	2, 3
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	5
Overall written production	Can write a series of simple phrases and sentences linked with simple connectors like <i>and</i> , <i>but</i> and <i>because</i> .	10
Creative writing	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.	10

7d Travel money (page 88)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	1
Informal discussion	Can generally identify the topic of discussion around her which is conducted slowly and clearly.	2
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.	2, 3

Conversation	Can establish social contact: greetings and farewells; introductions; giving thanks. Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time. Can participate in short conversations in routine contexts on topics of interest. Can express how he/she feels in simple terms, and express thanks.	4
Transactions to obtain goods and services	Can deal with common aspects of everyday living such as travel, lodgings, eating and shopping. Can get all the information needed from a tourist office, as long as it is of a straightforward, non-specialised nature.	4

7e The end of the road (page 89)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for orientation	Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.	1
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.	1
Overall written production	Can write a series of simple phrases and sentences linked with simple connectors like <i>and</i> , <i>but</i> and <i>because</i> .	2a, 2b, 3, 4, 5
Creative writing	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.	4

7f The final journey (pages 90–91)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	1
Watching TV and film	Can identify the main point of TV news items reporting events, accidents, etc. where the visual supports the commentary.	4, 5
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.	6
Sustained monologue	Can describe his/her family, living conditions, educational background, present or most recent job. Can describe people, places and possessions in simple terms.	7

Unit 7 Review and Memory Booster (page 92)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	1, 2, 3, 4
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	5, 6, 7, 8
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	10
Transactions to obtain goods and services	Can deal with common aspects of everyday living such as travel, lodgings, eating and shopping. Can get all the information needed from a tourist office, as long as it is of a straightforward, non-specialised nature.	10

Unit 8 Appearance

Unit 8 opener (page 93)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	1
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	1
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.	2
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	3

8a Global fashions (pages 94–95)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can generally identify the topic of discussion around her which is conducted slowly and clearly.	3
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	7, 8, 11, 12, 13
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	1
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	2
Overall written production	Can write a series of simple phrases and sentences linked with simple connectors like <i>and</i> , <i>but</i> and <i>because</i> .	10
Creative writing	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.	11
Reading for information and argument	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.	6
Interviewing and being interviewed	Can answer simple questions and respond to simple statements in an interview.	14
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	3, 14
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.	5, 6

8b People at festivals (pages 96–97)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	1, 2
Phonological	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from	3

control	time to time.	
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.	5, 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.	7, 8, 9
Overall written production	Can write a series of simple phrases and sentences linked with simple connectors like <i>and</i> , <i>but</i> and <i>because</i> .	9
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	10
Addressing audiences	Can give a short, rehearsed, basic presentation on a familiar subject. Can answer straightforward follow up questions if he/she can as for repetition and if some help with the formulation of his reply is possible.	10
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	11

8c Pink and blue (pages 98–99)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can generally identify the topic of discussion around her which is conducted slowly and clearly.	1, 8
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.	3
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high-frequency everyday or job-related language.	2
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	5, 6
Reading for information and argument	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.	2
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	8

8d The photos of Reinier Gerritsen (page 100)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	1, 2
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.	3, 4
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	5

Information exchange	<p>Can understand enough to manage simple, routine exchanges without undue effort.</p> <p>Can deal with practical everyday demands: finding out and passing on straightforward factual information.</p> <p>Can ask and answer questions about habits and routines.</p> <p>Can ask and answer questions about pastimes and past activities.</p> <p>Can give and follow simple directions and instructions, e.g. explain how to get somewhere.</p>	6
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8e Short and simple (page 101)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can generally identify the topic of discussion around her which is conducted slowly and clearly.	1
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.	3a, 3b
Notes, messages and forms	Can write short, simple notes and messages relating to matters in areas of immediate need.	3c, 4

8f Festivals and special events (pages 102–103)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	1
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.	9
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	2, 6
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.	6
Watching TV and film	Can identify the main point of TV news items reporting events, accidents, etc. where the visual supports the commentary.	4, 5
Addressing audiences	Can give a short, rehearsed, basic presentation on a familiar subject. Can answer straightforward follow up questions if he/she can as for repetition and if some help with the formulation of his reply is possible.	7
Overall spoken production	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	8
Sustained monologue	Can describe his/her family, living conditions, educational background, present or most recent job. Can describe people, places and possessions in simple terms.	8
Notes, messages and forms	Can write short, simple notes and messages relating to matters in areas of immediate need.	10

Unit 8 Review and Memory Booster (page 104)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	1, 2, 3, 4
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	5, 6
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	5

Overall spoken production	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	7
Overall written production	Can write a series of simple phrases and sentences linked with simple connectors like <i>and</i> , <i>but</i> and <i>because</i> .	7

Unit 9 Entertainment

Unit 9 opener (page 105)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	1, 3
Informal discussion	Can generally identify the topic of discussion around her which is conducted slowly and clearly.	1
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.	2
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	4

9a The Tallgrass Film Festival (pages 106–107)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	1, 2
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	3
Informal discussion	Can generally identify the topic of discussion around her which is conducted slowly and clearly.	2
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high-frequency everyday or job-related language.	4, 5
Conversation	Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord, though he/she can be made to understand if the speaker will take the trouble. Can use simple everyday polite forms of greeting and address. Can make and respond to invitations, invitations and apologies. Can say what he/she likes and dislikes.	3, 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.	7, 8
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	9, 10
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	11
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	1, 3, 6, 15

Goal-oriented co-operation	<p>Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand.</p> <p>Can discuss what to do next, making and responding to suggestions, asking for and giving directions.</p> <p>Can ask and answer questions about what they do at work and in free time.</p> <p>Can ask for and give directions referring to a map or plan.</p> <p>Can ask for and provide personal information.</p>	13, 15
Creative writing	Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job.	12

9b What's the future for TV? (pages 108–109)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	3, 11
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	2
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	3
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.	4, 5, 8
Informal discussion	Can generally identify the topic of discussion around her which is conducted slowly and clearly.	3
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	7, 8, 9
Overall written production	Can write a series of simple phrases and sentences linked with simple connectors like <i>and</i> , <i>but</i> and <i>because</i> .	10
Conversation	<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>	11
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high-frequency everyday or job-related language.	8

9c Nature in art (pages 110–111)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can generally identify the topic of discussion around her which is conducted slowly and clearly.	1, 7
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	1
Reading for information and argument	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.	5, 6
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	2
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high-frequency everyday or job-related language.	3, 4

9d Making arrangements (page 112)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	1
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.	2, 3
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	4
Conversation	Can establish social contact: greetings and farewells; introductions; giving thanks. Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time. Can participate in short conversations in routine contexts on topics of interest. Can express how he/she feels in simple terms, and express thanks.	5

9e It looks amazing! (page 113)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	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. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord.	1
Reading for orientation	Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.	2
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high-frequency everyday or job-related language.	2, 3
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	4
Overall written production	Can write a series of simple phrases and sentences linked with simple connectors like <i>and</i> , <i>but</i> and <i>because</i> .	4
Creative writing	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.	5

9f Filming wildlife (pages 114–115)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	1, 2
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.	3, 6
Watching TV and film	Can identify the main point of TV news items reporting events, accidents, etc. where the visual supports the commentary.	4
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	7
Informal discussion	Can generally identify the topic of discussion around her which is conducted slowly and clearly.	8
Addressing audiences	Can give a short, rehearsed, basic presentation on a familiar subject. Can answer straightforward follow up questions if he/she can ask for repetition and if some help with the formulation of his reply is possible.	9

Unit 9 Review and Memory Booster (page 116)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	1, 2, 3
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	4, 5, 6
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	7, 9
Conversation	Can establish social contact: greetings and farewells; introductions; giving thanks. Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time. Can participate in short conversations in routine contexts on topics of interest. Can express how he/she feels in simple terms, and express thanks.	9

Unit 10 Learning

Unit 10 opener (page 117)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can generally identify the topic of discussion around her which is conducted slowly and clearly.	1
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.	2
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	3
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	4
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	4
Information exchange	Can communicate in simple and routine tasks requiring a simple and direct exchange of information. Can exchange limited information on familiar and routine operational matters. Can ask and answer questions about what they do at work and in free time. Can ask for and give directions referring to a map or plan. Can ask for and provide personal information.	4

10a What have we learned? (pages 118–119)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can generally identify the topic of discussion around her which is conducted slowly and clearly.	4
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	4, 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.	6, 7, 8, 9

Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	5
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.	2, 3
Reading for orientation	Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.	3
Conversation	Can establish social contact: greetings and farewells; introductions; giving thanks. Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time. Can participate in short conversations in routine contexts on topics of interest. Can express how he/she feels in simple terms, and express thanks.	10
Information exchange	Can understand enough to manage simple, routine exchanges without undue effort. Can deal with practical everyday demands: finding out and passing on straightforward factual information. Can ask and answer questions about habits and routines. Can ask and answer questions about pastimes and past activities. Can give and follow simple directions and instructions, e.g. explain how to get somewhere.	10

10b How good is your memory? (pages 120–121)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	1, 2, 11
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high-frequency everyday or job-related language.	2, 4
Informal discussion	Can generally identify the topic of discussion around her which is conducted slowly and clearly.	1
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.	6, 7
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	8, 9
Interviewing and being interviewed	Can answer simple questions and respond to simple statements in an interview.	11
Conversation	Can establish social contact: greetings and farewells; introductions; giving thanks. Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time. Can participate in short conversations in routine contexts on topics of interest. Can express how he/she feels in simple terms, and express thanks.	11

10c Good learning habits (pages 122–123)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	1, 7
Informal discussion	Can generally identify the topic of discussion around her which is conducted slowly and clearly.	1

Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	2
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	1
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.	3, 4, 5
Reading for information and argument	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.	5
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.	6
Creative writing	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.	9
Addressing audiences	Can give a short, rehearsed, basic presentation on a familiar subject. Can answer straightforward follow up questions if he/she can ask for repetition and if some help with the formulation of his reply is possible.	9

10d Communication problems (page 124)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	1
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.	2, 3
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	4
Conversation	Can establish social contact: greetings and farewells; introductions; giving thanks. Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time. Can participate in short conversations in routine contexts on topics of interest. Can express how he/she feels in simple terms, and express thanks.	5

10e Please leave a message after the tone (page 125)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	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. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord.	1, 2, 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.	3, 4
Overall written production	Can write a series of simple phrases and sentences linked with simple connectors like <i>and</i> , <i>but</i> and <i>because</i> .	4
Notes, messages and forms	Can take a short, simple message provided he/she can ask for repetition and reformulation.	5, 6

10f Baby math (pages 126–127)

COMPONENT	DESCRIPTOR	EXERCISE
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Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	1, 7b
Watching TV and film	Can identify the main point of TV news items reporting events, accidents, etc. where the visual supports the commentary. Can follow changes of topic of factual TV news items, and form an idea of the main content.	4, 5, 6
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.	3, 7a
Goal-oriented 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.	7b
Informal discussion	Can generally identify the topic of discussion around her which is conducted slowly and clearly. Can agree and disagree with others.	8
Overall spoken production	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	9
Addressing audiences	Can give a short, rehearsed, basic presentation on a familiar subject. Can answer straightforward follow up questions if he/ she can as for repetition and if some help with the formulation of his reply is possible.	9

Unit 10 Review and Memory Booster (page 128)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	1, 2, 3, 4
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	5, 6
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	8

Unit 11 Tourism

Unit 11 opener (page 129)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can generally identify the topic of discussion around her which is conducted slowly and clearly.	1
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.	2
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	3
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	4

11a Planning a trip (pages 130–131)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	4

Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high-frequency everyday or job-related language.	2, 3
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	1, 5, 11
Conversation	Can establish social contact: greetings and farewells; introductions; giving thanks. Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time. Can participate in short conversations in routine contexts on topics of interest. Can express how he/she feels in simple terms, and express thanks.	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.	6, 7, 8
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.	9
Goal-oriented co-operation	Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand. Can discuss what to do next, making and responding to suggestions, asking for and giving directions. Can ask and answer questions about what they do at work and in free time. Can ask for and give directions referring to a map or plan. Can ask for and provide personal information.	10, 11
Overall spoken production	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	11

11b On vacation (pages 132–133)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	2, 7, 9, 13
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.	1
Notes, messages and forms	Can write short, simple notes and messages relating to matters in areas of immediate need.	1
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	4, 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.	8, 9
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	9
Overall written production	Can write a series of simple phrases and sentences linked with simple connectors like <i>and</i> , <i>but</i> and <i>because</i> .	12
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.	11
Goal-oriented co-operation	Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand. Can discuss what to do next, making and responding to suggestions, asking for and giving directions.	9, 13

Overall spoken production	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	13
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11c Should I go there? (pages 134–135)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	1, 4
Informal discussion	Can generally identify the topic of discussion around her which is conducted slowly and clearly.	1
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.	2, 3, 9
Reading for information and argument	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.	5, 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.	7, 8, 9
Overall written production	Can write a series of simple phrases and sentences linked with simple connectors like <i>and</i> , <i>but</i> and <i>because</i> .	10
Information exchange	Can understand enough to manage simple, routine exchanges without undue effort. Can deal with practical everyday demands: finding out and passing on straightforward factual information. Can ask and answer questions about habits and routines. Can ask and answer questions about pastimes and past activities. Can give and follow simple directions and instructions, e.g. explain how to get somewhere.	10

11d A vacation in South America (page 136)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	1
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.	2, 3
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	4a, 4b
Goal-oriented 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.	5, 6

11e A questionnaire (page 137)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	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. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord.	1, 2
Reading for orientation	Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.	3

Overall written production	Can write a series of simple phrases and sentences linked with simple connectors like <i>and</i> , <i>but</i> and <i>because</i> .	4
Notes, messages and forms	Can write short, simple notes and messages relating to matters in areas of immediate need.	5

11f Tiger tourism (pages 138–139)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	1
Informal discussion	Can generally identify the topic of discussion around her which is conducted slowly and clearly.	2, 7
Watching TV and film	Can identify the main point of TV news items reporting events, accidents, etc. where the visual supports the commentary.	4, 5
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.	3, 6a
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	3
Overall spoken production	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	8
Addressing audiences	Can give a short, rehearsed, basic presentation on a familiar subject. Can answer straightforward follow up questions if he/she can as for repetition and if some help with the formulation of his reply is possible.	8

Unit 11 Review and Memory Booster (page 140)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	1, 2, 3, 4
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	5, 6
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	8

Unit 12 The Earth

Unit 12 opener (page 141)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	1
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.	2

Information exchange	<p>Can understand enough to manage simple, routine exchanges without undue effort.</p> <p>Can deal with practical everyday demands: finding out and passing on straightforward factual information.</p> <p>Can ask and answer questions about habits and routines.</p> <p>Can ask and answer questions about pastimes and past activities.</p> <p>Can give and follow simple directions and instructions, e.g. explain how to get somewhere.</p>	3
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12a Climate change (pages 142–143)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	<p>Has a sufficient vocabulary for the expression of basic communicative needs.</p> <p>Has a sufficient vocabulary for coping with simple survival needs.</p>	1
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	2, 3
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	1, 3, 4, 11, 14
Information exchange	<p>Can communicate in simple and routine tasks requiring a simple and direct exchange of information.</p> <p>Can exchange limited information on familiar and routine operational matters.</p> <p>Can ask and answer questions about what they do at work and in free time.</p> <p>Can ask for and give directions referring to a map or plan.</p> <p>Can ask for and provide personal information.</p>	7
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	8, 9
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high-frequency everyday or job-related language.	5, 6
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	11

12b The unexplored Earth (pages 144–145)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	1, 11
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high-frequency everyday or job-related language.	2, 3
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.	9, 10
Vocabulary range	<p>Has a sufficient vocabulary for the expression of basic communicative needs.</p> <p>Has a sufficient vocabulary for coping with simple survival needs.</p>	5, 6
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	7
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	8, 9

12c Looking for a new Earth (pages 146–147)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can generally identify the topic of discussion around her which is conducted slowly and clearly.	1
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.	2, 4
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.	3
Reading for information and argument	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.	5
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	3, 7
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	9

12d Earth Day (page148)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	1
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.	2, 3, 4
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	4
Sustained monologue	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.	5, 6

12e Announcing an event (page 149)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	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. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord.	1
Reading for orientation	Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables. Can locate specific information in lists and isolate the information required (e.g. use the 'Yellow Pages' to find a service or tradesman). Can understand everyday signs and notices: in public places, such as streets, restaurants, railway stations; in workplaces, such as directions, instructions, hazard warnings.	2
Overall written production	Can write a series of simple phrases and sentences linked with simple connectors like <i>and</i> , <i>but</i> and <i>because</i> .	3, 4

Creative writing	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.	5
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12f Earth University (pages 150–151)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	1, 7
Watching TV and film	Can identify the main point of TV news items reporting events, accidents, etc. where the visual supports the commentary.	3, 4
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.	5
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	2
Goal-oriented 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.	6
Overall spoken production	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	8
Addressing audiences	Can give a short, rehearsed, basic presentation on a familiar subject. Can answer straightforward follow up questions if he/she can ask for repetition and if some help with the formulation of his reply is possible.	8

Unit 12 Review and Memory Booster (page 152)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	1, 2, 3
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	4, 5, 6, 7
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	8, 9, 10