

# Life

BEGINNER

and the Common European Framework of Reference



# 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 intercultural 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 recognises that students have different aims and learn at different speeds.

The CEFR does not intend to prescribe a method of teaching, and recognises 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 emphasises 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 organised?

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 recognises 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* Beginner covers the competences for A1. *LIFE* Elementary covers the competences for A2. *LIFE* Pre-intermediate covers the majority of competences for B1. *LIFE* Intermediate covers the competences for B1 and some for B2. *LIFE* Upper Intermediate covers the competences for B2. *LIFE* Advanced 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* Beginner is mapped against descriptors at the A1 Breakthrough level, *LIFE* Elementary at the A2 Waystage level, *LIFE* Pre-intermediate at the B1 Threshold level, *LIFE* Intermediate at the B1 Threshold and B2 Vantage levels, *LIFE* Upper Intermediate at the B2 Vantage level, and *LIFE* Advanced 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 practises 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](http://www.coe.int). Hyperlinked pdfs of the CEFR are also available at this site.

# LIFE Beginner CEF Overview

## Framework level: A1

### Communicative activities: Reception (spoken)

<p>Overall listening comprehension:</p> <p>Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.</p>	<p>U1 ex1, 2; U1a ex1, 6; U1b ex11; U1c ex3, 4, 8; U1d ex1; U1f ex3, 4, 5, 6, 7; U2 ex1, 2; U2a ex6; U2b ex3, 4, 5, 8; U2d ex2, 3, 4, 5; U2f ex5, 6; U3b ex3, 4; U3d ex2, 3, 4, 7, 8; U3f ex4, 5, 6; U4 ex3; U4a ex1, 2, 10, 11; U4b ex1; U4c ex3; U4d ex2, 3; U4f ex6, 7, 8, 9; U5 ex2, 3; U5a ex, 8, 9; U5b ex2, 4, 5; U5d ex3a, 4, 5; U5f ex6, 7, 8, 9; U6 ex2; U6a ex5, 9, 10; U6d ex1, 5; U6f ex5, 6, 7, 8, 9; U7 ex2; U7a ex7; U7b ex4, 5; U7c ex2, 3; U7d ex2, 5, 6; U7f ex5, 6, 7; U8 ex2; U8b ex4, 5; U8d ex1, 2; U8f ex4, 5, 6; U9 ex2, 3; U9a ex7; U9b ex4, 5; U9b ex10; U9d ex3, 4; U9f ex6, 7; U10 ex3; U10b ex3, 4, 5; U10d ex3, 4; U10f ex4, 5, 6, 7; U11 ex2, 3; U11a ex2, 3; U11b ex4, 5; U11d ex2, 3; U11f ex5, 6, 7; U12 ex3; U12a ex5, 6, 7; U12d ex3, 4; U12f ex6, 7</p>
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### Reception (written)

<p>Overall reading comprehension:</p> <p>Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.</p>	<p>U1a ex1; U1b ex1, 2, 5; U1c ex1, 2; U2 ex1; U2a ex3, 4, 9; U2b ex7; U2c ex4; U3 ex1; U3a ex3, 4; U3b ex1; U3c ex4, 5, 6; U4 ex2, 3; U4a ex5, 6; U4b ex6; U4c ex6, 7; U4e ex1, 2; U5a ex1, 2; U5c ex3, 4; U6a ex3, 4; U6b ex4, 5; U6c ex4, 5; U6e ex1, 2; U7a ex5; U7c ex6, 7; U8a ex1, 2, 3; U8c ex2, 3, 4, 5; U8e ex1, 2; U9a ex4, 5; U9c ex3; U9e ex1; U9f ex3; U10a ex2; U10c ex2, 3; U10e ex2, 3; U11a ex1; U11b ex1; U11c ex3, 4; U11e ex2, 3; U12b ex1, 2; U12c ex2, 3; U12e ex2; U12f ex2</p>
<p>Reading for orientation:</p> <p>Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations.</p>	<p>U1b ex5; U1c ex2; U1e ex1; U2d ex2; U2e ex1; U3a ex4; U3c ex4, 5; U3e ex1, 5; U4a ex4, 5; U4e ex1, 2; U5c ex3; U5e ex1, 2; U6c ex4; U6e ex1; U7c ex8; U8a ex2; U9c ex2; U9e ex2; U10b ex2; U11e ex3; U12e ex2</p>
<p>Reading for information and argument:</p> <p>Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.</p>	<p>U1c ex1; U4a ex4; U4b ex6; U7a ex5; U7e ex1; U10a ex1, 2; U11e ex2; U12b ex4</p>

### Interaction (spoken)

<p>Overall spoken interaction:</p> <p>Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</p>	<p>U1 ex3, 4; U1a ex5, 7, 9; U1b ex7; U1c ex6, 10; U1d ex3, 7; U1 Review ex9; U2b ex6, 12b, 13; U2c ex10, 11; U2f ex7, 8, 9; U2 Review ex8, 9; U3a ex10; U3b ex5, 11, 12; U3c ex6; U3b ex10; U3c ex7; U3f ex8; U3 Review ex3, 7, 9; U4 ex4; U4a ex13, 14; U4b ex8; U4c ex5, 9; U4d ex6, 7; U4 Review ex9, 10; U5 ex1; U5b ex10; U5c ex9; U5d ex7, 8; U5 Review ex7, 8, 9; U6 ex4; U6a ex14b, 15, 16; U6b ex3, 8; U6c ex3, 10; U6d ex6, 7; U6f ex4, 10; U6 Review ex3, 7, 8; U7 ex1, 4; U7a ex3, 11; U7b ex3, 10; U7c ex11; U7d ex3; U7f ex4, 9; U7 Review ex4, 7; U8 ex4; U8a ex9; U8b ex9, 11; U8c ex9; U8f ex8; U8 Review ex8, 9, 10; U9 ex4; U9a ex3, 6; U9b ex11, 13; U9c ex10; U9d ex2; U9f ex10; U10 ex1; U10a ex1; U10b ex5, 9, 12; U10c ex1, 5; U10d ex2; U10f ex1, 10; U10 Review ex8, 9; U11b ex12; U11c ex8, 10; U11d ex7, 8; U11e ex1, 8; U11f ex8, 9; U11 Review ex7, 8; U12 ex1, 2, 4; U12a ex12, 13, 14; U12b ex8; U12c ex1; U12d ex6; U12f ex10; U12 Review ex7</p>
<p>Conversation:</p> <p>Can make an introduction and use basic greeting and leave-taking expressions.</p> <p>Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.</p>	<p>U1a ex9; U1c ex10; U1d ex6b, 7; U2d ex8; U3d ex9; U4c ex11; U4 Review ex9, 10; U6c ex7; U6d ex6, 7; U7c ex11; U7d ex8; U8d ex6; U11 Review ex7, 8</p>

<p>Goal-oriented co-operation:</p> <p>Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.</p>	<p>U1b ex12; U1c ex6; U4b ex2; U4d ex5; U4f ex11, 12, 13; U5b ex3; U5d ex7, 8; U5e ex7, 8; U6b ex11; U9b ex12; U12b ex8; U12d ex6</p>
<p>Information exchange:</p> <p>Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</p> <p>Can ask and answer questions about themselves and other people, where they live, people they know, things they have.</p>	<p>U2d ex3, 6; U2f ex7; U3a ex10; U3b ex5, 11, 12; U3d ex7, 8; U3 Review ex3; U4a ex13, 14; U4b ex8; U4c ex8; U5c ex9; U6b ex11, 12; U7b ex10; U7d ex8; U7f ex4; U8a ex10; U8d ex6; U8f ex8; U9d ex2, 7, 8; U9e ex7; U10d ex6; U11 ex1; U11b ex12; U11e ex8; U12e ex6</p>

## Interaction (written)

<p>Overall written interaction:</p> <p>Can ask for or pass on personal details in written form.</p>	<p>U1a ex7; U3 ex4; U3b ex2; U7a ex3; U8a ex10; U9a ex10; U11a ex11, 12; U10e ex4, 5</p>
<p>Correspondence:</p> <p>Can write a short simple postcard.</p>	<p>U4e ex4, 5, 6</p>
<p>Notes, messages and forms:</p> <p>Can write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country etc. such as on a hotel registration form.</p>	<p>U1e ex2, 3, 4, 5; U1e ex2, 3, 4, 5, 6; U7e ex2, 3, 4, 5, 6; U8e ex3, 4, 5, 6; U12e ex4</p>

## Production (spoken)

<p>Overall spoken production:</p> <p>Can produce simple mainly isolated phrases about people and places.</p>	<p>U1b ex6, 7, 11; U2a ex12; U2b ex6; U3c ex12; U4a ex3; U5b ex12; U5f ex4, 11; U6a ex8; U6b ex8; U6d ex3b; U7c ex4, 9; U9a ex13; U9b ex9; U9c ex1, 4; U9 Review ex8, 9; U11a ex11; U11c ex5; U11d ex6; U12a ex4</p>
<p>Sustained monologue (describing experience):</p> <p>Can describe him/herself, what he/she does and where he/she lives.</p>	<p>U1a ex9; U6a ex8; U9a ex13; U10a ex11; U10c ex8, 9; U11 ex4; U12c ex8</p>

## Production (written)

<p>Overall written production:</p> <p>Can write simple isolated phrases and sentences.</p>	<p>U1b ex3, 10; U1c ex4; U1f ex8, 9; U2 ex3, 4; U2a ex11b; U2c ex5; U3a ex9; U3c ex12; U3e ex1, 2, 3; U5b ex11; U5c ex7, 8; U6a ex16; U6b ex9; U6e ex4, 5; U7b ex7, 8; U8a ex10; U8b ex8; U9b ex9, 12; U9c ex10; U9e ex3b, 4, 5, 6; U9f ex9; U10b ex8; U10c ex7; U10e ex3c, 4, 5; U11b ex9, 10, 13; U11c ex10; U12b ex6, 7</p>
<p>Creative writing:</p> <p>Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.</p>	<p>U1a ex4; U2a ex5; U4f ex10; U5e ex4, 5, 6; U6e ex4, 5; U7a ex3; U9a ex12; U11a ex10; U11e ex4, 5, 6, 7</p>

## Working with text

<p>Processing text:</p> <p>Can copy out single words and short texts presented in standard printed format.</p>	<p>U1a ex6, 7, 8; U1c ex7; U3 ex3; U3a ex8, 9; U3b ex2, 7; U3c ex3; U4c ex4; U5c ex7, 8; U5f ex10; U6e ex3b, 3d; U7b ex7, 8; U8b ex8; U9b ex9; U10c ex7; U11e ex4</p>
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## Communicative language competence

### Linguistic – range

<p>Vocabulary range:</p> <p>Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.</p>	<p>U1a ex2, 4, 5; U1b ex3, 9, 10; U1c ex7, 8; U1d ex1; U1 Review ex4, 5, 6, 7; U2a ex1, 2; U2b ex1, 2; U2c ex1, 2, 9; U2d ex1; U2f ex3a, 3b, 4; U2 Review ex5, 6, 7; U3 ex1, 2; U3a ex2, 3; U3b ex1, 2; U3c ex1, 2, 3; U3d ex1; U4 ex1; U3f ex2a, 2b, 3; U3 Review ex4, 5, 6, 7; U4a ex1, 2; U4c ex1, 2, 4, 10; U4d ex1, 2; U4f ex2a, 2b, 3, 4, 5; U4 Review ex5, 6, 7, 8; U5a ex1, 6; U5b ex1; U5c ex1, 2; U5d ex1, 2; U5f ex1, 2, 3, 10; U5 Review ex5, 6; U6 ex1, 2, 3; U6a ex1, 2; U6b ex1; U6c ex1, 6; U6d ex1, 2; U6f ex1, 2, 3; U6 Review ex4, 5, 6; U7 ex3; U7a ex1; U7b ex1; U7c ex1, 2, 5, 10; U7d ex1; U7f ex2a, 2b, 3; U7 Review ex4, 5; U8 ex3; U8a ex8; U8b ex1, 2; U8c ex1; U8f ex2a, 2b, 3; U8 Review ex5, 6, 7; U9 ex1; U9a ex1, 2; U9b ex1, 2; U9c ex5, 6; U9d ex1; U9f ex4a, 4b, 5; U9 Review ex5, 6, 7; U10 ex2; U10a ex7; U10b ex10; U10d ex1; U10f ex2a, 2b, 3; U10 Review ex5, 6, 7; U11 ex1, 5; U11b ex1, 2, 3; U11c ex1, 2, 9; U11d ex1, 5; U11f ex2a, 2b, 3, 4; U11 Review ex4, 5, 6; U12 ex2; U12a ex1, 2, 3; U12d ex1, 2; U12f ex2, 3a, 3b, 4; U12 Review ex4, 5</p>
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### Linguistic – control

<p>Grammatical accuracy:</p> <p>Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.</p>	<p>U1a ex8, 9; U1b ex5; U1c ex5, 6; U1f ex1, 8; U1 Review ex1, 2; U2a ex5, 6, 8, 9, 10; U2b ex9, 10, 11; U2c ex6, 7; U2 Review ex1, 2, 3, 4; U3a ex5, 6; U3b ex6, 7; U3c ex8, 9, 10; U3 Review ex1, 2; U4a ex7, 8, 9; U4b ex3, 4, 7; U4 Review ex1, 2, 3, 4; U5a ex3, 4, 10; U5b ex7, 8, 10, 11; U5c ex5, 6; U5 Review ex1, 2, 3; U6a ex5, 6, 11, 12; U6b ex6, 7; U6c ex8, 9; U6 Review ex1, 2; U7a ex6, 7, 8, 9, 10; U7b ex6, 7, 8; U7c ex9, 10; U7 Review ex1, 2, 3; U8a ex4, 5, 6; U8b ex7, 8, 9, 10; U8c ex6, 7; U8 Review ex1, 2, 3, 4; U9a ex8, 9; U9b ex7, 8; U9c ex7, 8, 9; U9 Review ex1, 2, 3, 4; U10a ex4, 5, 6b; U10b ex6, 8; U10c ex6, 7; U10 Review ex1, 2, 3, 4; U11a ex2, 3, 4, 7, 8; U11b ex8, 9, 10; U11c ex6, 7; U11 Review ex1, 2, 3; U12a ex8, 9, 10, 11; U12b ex3, 4, 6; U12c ex4, 5, 6, 7; U12 Review ex1, 2, 3</p>
<p>Phonological control:</p> <p>Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.</p>	<p>U1a ex4; U1b ex4; U1d ex6a, 6b; U2a ex7a, 11a; U2b ex12a; U2c ex8a, 8b; U2d ex7; U3a ex9; U3b ex8a, 8b; U3c ex7; U3d ex5; U4b ex5; U4d ex4a, 4b; U5a ex5; U5b ex9a, 9b; U5d ex3a, 3b; U6a ex14a; U6d ex3a, 3b; U7b ex9a, 9b; U7d ex7; U8a ex7a, 7b; U8d ex5; U9a ex10a, 10b; U9d ex4, 5, 6; U10a ex6a; U10d ex5; U11a ex9a, 9b; U11b ex11a, 11b; U11d ex4; U12b ex5a, 5b; U12d ex5a, 5b</p>
<p>Orthographic control:</p> <p>Can copy familiar words and short phrases, e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly.</p>	<p>U1a ex6, 7; U1b ex3, 5; U2b ex5, 10; U3b ex2, 7; U5b ex8; U6a ex12, 13; U6b ex2; U6e ex3d; U7b ex7, 8; U9b ex9; U9c ex9;</p>

### Sociolinguistic

<p>Sociolinguistic appropriateness:</p> <p>Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry etc.</p>	<p>U1a ex9; U1c ex9, 10; U1d ex7; U3d ex2, 9</p>
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### Pragmatic

<p>Coherence:</p> <p>Can link words or groups of words with very basic linear connectors like 'and' or 'then'.</p>	<p>U4e ex3a, 3b; U5e ex3a, 3b, 3c, 4; U9b ex11; U9e ex3a, 3b; U11e ex4; U12c ex8</p>
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# LIFE Beginner CEF mapping

## Framework level: A1

### Unit 1 Hello

#### Unit 1 opener (page 9)

COMPONENT	DESCRIPTOR	EXERCISE
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	1, 2
Overall spoken interaction	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	3, 4

#### 1a People (pages 10–11)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	1
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	1, 6
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	2, 4, 5
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	8, 9
Overall written interaction	Can ask for or pass on personal details in written form	7
Creative writing	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.	4
Sustained monologue	Can describe him/herself, what he/she does and where he/she lives.	9
Conversation	Can make an introduction and use basic greeting and leave-taking expressions.	9
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	5, 7, 9
Processing text	Can copy out single words and short texts presented in standard printed format.	6, 7, 8
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	4
Orthographic control	Can copy familiar words and short phrases, e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly.	6, 7
Sociolinguistic appropriateness	Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry etc	9

#### 1b People and places (pages 12–13)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	1, 2, 5
Reading for orientation	Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations.	5
Overall written production	Can write simple isolated phrases and sentences.	3, 10
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	3, 9, 10

Orthographic control	Can copy familiar words and short phrases, e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly.	3, 5
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	4
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	5
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	6, 7, 11
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	7
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	11
Goal-oriented co-operation	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.	12



### 1c Phone calls from New York (pages 14–15)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	7, 8
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	5, 6
Overall written production	Can write simple isolated phrases and sentences.	4
Reading for orientation	Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations.	2
Reading for information and argument	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.	1
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	1, 2
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	3, 4, 8
Conversation	Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.	10
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	6, 10
Goal-oriented co-operation	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can ask people for things, and give people things.	6
Processing text	Can copy out single words and short texts presented in standard printed format.	7
Sociolinguistic appropriateness	Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry etc	9, 10

### 1d What's this in English? (page 16)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	1
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	6a, 6b
Conversation	Can make an introduction and use basic greeting and leave-taking expressions. Can ask how people are and react to news.	6b, 7
Overall spoken interaction	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	3, 7
Sociolinguistic appropriateness	Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry etc	7

### 1e My ID (page 17)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for orientation	Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations.	1
Notes, messages and forms	Can write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country etc. such as on a hotel registration form.	2, 3, 4, 5, 6



## 1f My top ten photos (pages 18–19)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	1, 8
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	3, 4, 5, 6, 7
Overall written production	Can write simple isolated phrases and sentences.	8, 9

## Unit 1 Review and Memory Booster (page 20)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	1, 2
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	4, 5, 6, 7
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	9

## Unit 2 Holidays

### Unit 2 opener (page 21)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	1
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	1, 2
Overall written production	Can write simple isolated phrases and sentences.	3, 4

## 2a My holiday (pages 22–23)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	3, 4, 9
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	11
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1, 2
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	5, 6, 8, 9, 10
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	6
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	7a, 11a
Creative writing	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.	5
Overall written production	Can write simple isolated phrases and sentences.	11b

## 2b Where are you? (pages 24–25)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1, 2
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	3, 4, 5, 8
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	7
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	6, 12b, 13
Orthographic control	Can copy familiar words and short phrases, e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly.	5, 10
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	6
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	9, 10, 11
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	12a

## 2c A holiday quiz (pages 26–27)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1, 2, 9
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	4
Overall written production	Can write simple isolated phrases and sentences.	5
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	6, 7
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	8a, 8b
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	10, 11

## 2d Here are your keys (page 28)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1
Reading for orientation	Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations.	2
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	2, 3, 4, 5
Information exchange	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	3, 6

Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	7
Conversation	Can make an introduction and use basic greeting and leave-taking expressions. Can ask how people are and react to news.	8

## 2e Contact information (page 29)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for orientation	Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations.	1

## 2f A holiday in Australia (pages 30–31)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	3a, 3b, 4
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	5, 6
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	7, 8, 9
Information exchange	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	7

## Unit 2 Review and Memory Booster (page 32)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	1, 2, 3, 4
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	5, 6, 7
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	8, 9

## Unit 3 Family and friends

### Unit 3 opener (page 33)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	1
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1, 2
Processing text	Can copy out single words and short texts presented in standard printed format.	3
Overall written interaction	Can ask for or pass on personal details in written form	4



### 3a Families (pages 34–35)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	2, 3
Reading for orientation	Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations.	4
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	3, 4
Processing text	Can copy out single words and short texts presented in standard printed format.	8, 9
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	5, 6
Information exchange	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	10
Overall written production	Can write simple isolated phrases and sentences.	9
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	9
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	10

### 3b Friends (pages 36–37)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1, 2
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	1
Overall written interaction	Can ask for or pass on personal details in written form	2
Processing text	Can copy out single words and short texts presented in standard printed format.	2, 7
Information exchange	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	5, 11, 12
Orthographic control	Can copy familiar words and short phrases, e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly.	2, 7
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	8a, 8b
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	3, 4
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	6, 7
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	5, 11, 12

### 3c Important days (pages 38–39)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1, 2, 3
Overall written production	Can write simple isolated phrases and sentences.	12
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	12
Reading for orientation	Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations.	4, 5
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	4, 5, 6
Processing text	Can copy out single words and short texts presented in standard printed format.	3
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	6, 7
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	8, 9, 10
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	7

### 3d Congratulations (page 40)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1
Sociolinguistic appropriateness	Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry etc	2, 9
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	2, 3, 4
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	5
Information exchange	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	7, 8
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	7, 8
Conversation	Can make an introduction and use basic greeting and leave-taking expressions. Can ask how people are and react to news.	9

### 3e Best wishes (page 41)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for orientation	Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations.	1, 5
Overall written production	Can write simple isolated phrases and sentences.	1, 2, 3

### 3f Chinese New Year in London (pages 42–43)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	2a, 2b, 3
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	4, 5, 6
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	8



### Unit 3 Review (page 44)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	1, 2
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	4, 5, 6, 7
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	3, 7, 9
Information exchange	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	3

### Unit 4 Cities

#### Unit 4 opener (page 45)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	2, 3
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	3
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	4

#### Unit 4a In the city (pages 46–47)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1, 2
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	1, 2, 10, 11
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	5, 6
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	13, 14
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	3
Reading for information and argument	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.	4
Reading for orientation	Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations.	4, 5
Processing text	Can copy out single words and short texts presented in standard printed format.	4
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	7, 8, 9
Information exchange	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	13, 14

#### 4b Tourist information (pages 48–49)

COMPONENT	DESCRIPTOR	EXERCISE
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	1
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	3, 4, 7
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	5
Information exchange	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	8
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	8
Goal-oriented co-operation	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can ask people for things, and give people things.	2
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	6
Reading for information and argument	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.	6

#### 4c Time zones (pages 50–51)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1, 2, 4, 10
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	3
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	5, 9
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	6, 7
Processing text	Can copy out single words and short texts presented in standard printed format.	4
Information exchange	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	8
Conversation	Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.	11

#### 4d Two teas, please (page 52)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1, 2
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	2, 3
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	4a, 4b
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	6, 7
Goal-oriented co-operation	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can ask people for things, and give people things.	5

#### 4e See you soon (page 53)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for orientation	Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations.	1, 2
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	1, 2
Correspondence	Can write a short simple postcard.	4, 5, 6
Coherence	Can link words or groups of words with very basic linear connectors like 'and' or 'then'.	3a, 3b



#### 4f Where's that? (pages 54–55)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	2a, 2b, 3, 4, 5
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	6, 7, 8, 9
Creative writing	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.	10
Goal-oriented co-operation	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can ask people for things, and give people things.	11, 12, 13

#### Unit 4 Review and Memory Booster (page 56)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	1, 2, 3, 4
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	5, 6, 7, 8
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	9, 10
Conversation	Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.	9, 10

#### Unit 5 My things

##### Unit 5 opener (page 57)

COMPONENT	DESCRIPTOR	EXERCISE
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	2, 3
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	1

#### 5a Robots and people (pages 58–59)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	1, 2
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1, 6
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	3, 4, 10
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	5
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	8, 9

## 5b Our things (pages 60–61)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	2, 4, 5
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	7, 8, 10, 11
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	4
Orthographic control	Can copy familiar words and short phrases, e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly.	8
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	9a, 9b
Overall written production	Can write simple isolated phrases and sentences.	11
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	10
Goal-oriented co-operation	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can ask people for things, and give people things.	3

## 5c Technology and me (pages 62–63)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1, 2
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	3, 4
Overall written production	Can write simple isolated phrases and sentences.	7, 8
Reading for orientation	Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations.	3
Processing text	Can copy out single words and short texts presented in standard printed format.	7, 8
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	5, 6
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	9
Information exchange	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	9

### 5d How much is it? (page 64)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1, 2
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	3a, 4, 5
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	3a, 3b
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	7, 8
Goal-oriented co-operation	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can ask people for things, and give people things.	7, 8

### 5e Can you help me? (page 65)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for orientation	Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations.	1, 2
Coherence	Can link words or groups of words with very basic linear connectors like 'and' or 'then'.	3a, 3b, 3c, 4
Creative writing	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.	4, 5, 6

### 5f What's your favourite gadget? (pages 66–67)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1, 2, 3, 10
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	6, 7, 8, 9
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	4, 11
Processing text	Can copy out single words and short texts presented in standard printed format.	10

### Unit 5 Review and Memory Booster (page 68)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	1, 2, 3
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	5, 6
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	7, 8, 9
Goal-oriented co-operation	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can ask people for things, and give people things.	7, 8



## Unit 6 We love it!

### Unit 6 opener (page 69)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1, 2, 3
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	2
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	4

### 6a My sport (pages 70–71)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	1
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	3, 4
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	5, 6, 11, 12
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	5, 9, 10
Sustained monologue	Can describe him/herself, what he/she does and where he/she lives.	8
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1, 2
Orthographic control	Can copy familiar words and short phrases, e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly	12, 13
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	14a
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	14b, 15, 16
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	8
Overall written production	Can write simple isolated phrases and sentences.	16

## 6b My favourite things (pages 72–73)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1
Orthographic control	Can copy familiar words and short phrases, e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly.	2
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	3, 8
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	4, 5
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	6, 7
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	8
Overall written production	Can write simple isolated phrases and sentences.	9
Goal-oriented co-operation	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.	11
Information exchange	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	11, 12

## 6c We love street food (pages 74–75)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1, 6
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	3, 10
Reading for orientation	Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations.	4
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	4, 5
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	8, 9
Conversation	Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.	7

## 6d Let's play table tennis (page 76)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1, 2
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	1, 5
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	3a, 3b
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	6, 7
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	3b
Conversation	Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.	6, 7

## 6e Can we meet on Sunday? (page 77)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for orientation	Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations.	1
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	1, 2
Creative writing	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.	4, 5
Orthographic control	Can copy familiar words and short phrases, e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly.	3d
Processing text	Can copy out single words and short texts presented in standard printed format.	3b, 3d
Overall written production	Can write simple isolated phrases and sentences.	4, 5

## 6f At the market (pages 78–79)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1, 2, 3
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	5, 6, 7, 8, 9
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	4, 10

## Unit 6 Review and Memory Booster (page 80)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	1, 2
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	4, 5, 6



Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	3, 7, 8
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## Unit 7 Daily life

### Unit 7 opener (page 81)

COMPONENT	DESCRIPTOR	EXERCISE
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	2
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	3
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	1, 4

### 7a Day and night (pages 82–83)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	5
Reading for information and argument	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.	5
Overall written interaction	Can ask for or pass on personal details in written form	3
Creative writing	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.	3
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	6, 7, 8, 9, 10
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	7
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	9

### 7b Join the club (pages 84–85)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1
Orthographic control	Can copy familiar words and short phrases, e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly.	7, 8
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	9a, 9b
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	4, 5
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	3, 10
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	6, 7, 8

Information exchange	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	10
Processing text	Can copy out single words and short texts presented in standard printed format.	7, 8
Overall written production	Can write simple isolated phrases and sentences.	7, 8

### 7c A year in British Columbia, Canada (pages 86–87)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1, 2, 5, 10
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	2, 3
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	4, 9
Reading for orientation	Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations.	8
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	6, 7
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	9, 10
Conversation	Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.	11
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	11

### 7d What's the matter? (page 88)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	2, 5, 6
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	3
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	7
Information exchange	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	8
Conversation	Can make an introduction and use basic greeting and leave-taking expressions. Can ask how people are and react to news.	8

## 7e Meet our club members (page 89)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for information and argument	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.	1
Notes, messages and forms	Can write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country etc. such as on a hotel registration form.	2, 3, 4, 5, 6

## 7f The elephants of Samburu (pages 90–91)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	2a, 2b, 3
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	5, 6, 7
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	4, 9
Information exchange	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	4

## Unit 7 Review and Memory Booster (page 92)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	1, 2, 3
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	4, 5
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	4, 7

## Unit 8 Work and study

### Unit 8 opener (page 93)

COMPONENT	DESCRIPTOR	EXERCISE
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	2
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	3
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	4

### 8a It's a great job! (pages 94–95)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	8
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	9
Overall written interaction	Can ask for or pass on personal details in written form	10
Overall written production	Can write simple isolated phrases and sentences.	10
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	1, 2, 3
Reading for orientation	Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations.	2
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	4, 5, 6
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	7a, 7b
Information exchange	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	10



**8b At school** (pages 96–97)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1, 2
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	7, 8, 9, 10
Overall written production	Can write simple isolated phrases and sentences.	8
Processing text	Can copy out single words and short texts presented in standard printed format.	8
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	4, 5
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	9, 11

**8c Helping big cats** (pages 98–99)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	2, 3, 4, 5
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	6, 7
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	9

**8d One moment, please** (page 100)

COMPONENT	DESCRIPTOR	EXERCISE
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	1, 2
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	5
Information exchange	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	6
Conversation	Can make an introduction and use basic greeting and leave-taking expressions. Can ask how people are and react to news.	6

## 8e My new job (page 101)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	1, 2
Notes, messages and forms	Can write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country etc. such as on a hotel registration form.	3, 4, 5, 6

## 8f The London Tube (pages 102–103)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	2a, 2b, 3
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	4, 5, 6
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	8
Information exchange	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	8

## Unit 8 Review and Memory Booster (page 104)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	1, 2, 3, 4
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	5, 6, 7
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	8, 9, 10

## Unit 9 Travel

### Unit 9 opener (page 105)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	2, 3
Overall spoken interaction	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	4

## 9a Ready to go (pages 106–107)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1, 2
Overall spoken interaction	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	3, 6
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	13
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	4, 5

Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	7
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	8, 9
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	10a, 10b
Overall written interaction	Can ask for or pass on personal details in written form	10
Creative writing	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.	12
Sustained monologue	Can describe him/herself, what he/she does and where he/she lives.	13

## 9b Places to stay (pages 108–109)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1, 2
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	4, 5, 10
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	7, 8
Orthographic control	Can copy familiar words and short phrases, e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly.	9
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	11, 13
Overall written production	Can write simple isolated phrases and sentences.	9, 12
Processing text	Can copy out single words and short texts presented in standard printed format.	9
Coherence	Can link words or groups of words with very basic linear connectors like 'and' or 'then'.	11
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	9
Goal-oriented co-operation	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.	12

### 9c Across a continent (pages 110–111)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	1, 4
Reading for orientation	Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations.	2
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	3
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	5, 6
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	7, 8, 9
Orthographic control	Can copy familiar words and short phrases, e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly.	9
Overall written production	Can write simple isolated phrases and sentences.	10
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	10

### 9d At the hotel (page 112)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	2
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	3, 4
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	4, 5, 6
Information exchange	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	2, 7, 8



## 9e A great place for a weekend (page 113)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	1
Reading for orientation	Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations.	2
Overall written production	Can write simple isolated phrases and sentences.	3b, 4, 5, 6
Information exchange	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	7
Coherence	Can link words or groups of words with very basic linear connectors like 'and' or 'then'.	3a, 3b

## 9f The people of the reindeer (pages 114–115)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	4a, 4b, 5
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	6, 7
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	3
Overall written production	Can write simple isolated phrases and sentences.	9
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	10

## Unit 9 Review and Memory Booster (page 116)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	1, 2, 3, 4
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	5, 6, 7
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	8, 9

## Unit 10 Famous people

### Unit 10 opener (page 117)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	1
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	2
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	3

**10a Famous 'firsts'** (pages 118–119)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	1
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	2
Reading for information and argument	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.	1, 2
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	4, 5, 6b
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	7
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	6a
Sustained monologue	Can describe him/herself, what he/she does and where he/she lives.	11

**10b People I remember** (pages 120–121)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	5, 9, 12
Reading for orientation	Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations.	2
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	3, 4, 5
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	6, 8
Overall written production	Can write simple isolated phrases and sentences.	8
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	9, 12
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	10

**10c The first Americans** (pages 122–123)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	1, 5
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	2, 3
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	6, 7
Overall written production	Can write simple isolated phrases and sentences.	7
Processing text	Can copy out single words and short texts presented in standard printed format.	7
Sustained monologue	Can describe him/herself, what he/she does and where he/she lives.	8, 9

**10d I'm sorry** (page 124)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	2
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	3, 4
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	5
Information exchange	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	6

**10e Sorry!** (page 125)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	2, 3
Overall written production	Can write simple isolated phrases and sentences.	3c, 4, 5
Overall written interaction	Can ask for or pass on personal details in written form	4, 5

**10f Old Computers** (pages 126–127)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	2a, 2b, 3
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	4, 5, 6, 7
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	1, 10

**Unit 10 Review and Memory Booster** (page 128)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	1, 2, 3, 4
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	5, 6, 7
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	8, 9

## Unit 11 Discovery

### Unit 11 opener (page 129)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1, 5
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	2, 3
Information exchange	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	1
Sustained monologue	Can describe him/herself, what he/she does and where he/she lives.	4

### 11a 'Ötzi' the Iceman (pages 130–131)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	1
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	11
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	2, 3, 4, 7, 8
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	2, 3
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	9a, 9b
Overall written interaction	Can ask for or pass on personal details in written form	11, 12
Creative writing	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.	10

### 11b Life stories (pages 132–133)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	1
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1, 2, 3
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	4, 5
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	8, 9, 10
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	11a, 11b
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	12
Overall written production	Can write simple isolated phrases and sentences.	9, 10, 13
Information exchange	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	12

**11c A problem in Madagascar (pages 134–135)**

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1, 2, 9
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	3, 4
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	5
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	6, 7
Overall written production	Can write simple isolated phrases and sentences.	10
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	8, 10

**11d Did you have a good time? (page 136)**

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1, 5
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	2, 3
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	4
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	6
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	7, 8



**11e Childhood memories (page 137)**

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	2, 3
Reading for information and argument	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.	2
Reading for orientation	Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations.	3
Processing text	Can copy out single words and short texts presented in standard printed format.	4
Coherence	Can link words or groups of words with very basic linear connectors like 'and' or 'then'.	4
Creative writing	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.	4, 5, 6, 7
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	1, 8
Information exchange	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	8

**11f True stories? (pages 138–139)**

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	2a, 2b, 3, 4
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	5, 6, 7
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	8, 9

**Unit 11 Review and Memory Booster (page 140)**

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	1, 2, 3
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	4, 5, 6
Conversation	Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.	7, 8

Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	7, 8
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## Unit 12 The weekend

### Unit 12 opener (page 141)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	2
Overall spoken interaction	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	1, 2, 4
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	3

### 12a At home (pages 142–143)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1, 2, 3
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	4
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	5, 6, 7
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	8, 9, 10, 11
Overall spoken interaction	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	12, 13, 14

### 12b Next weekend (pages 144–145)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	8
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	1, 2
Overall written production	Can write simple isolated phrases and sentences.	6, 7
Reading for information and argument	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.	4
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	5a, 5b
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	3, 4, 6
Goal-oriented co-operation	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.	8

**12c A different kind of weekend (pages 146–147)**

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	1
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	2, 3
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	4, 5, 6, 7
Coherence	Can link words or groups of words with very basic linear connectors like 'and' or 'then'.	8
Goal-oriented co-operation	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.	9
Sustained monologue	Can describe him/herself, what he/she does and where he/she lives.	8

**12d Would you like to come? (page 148)**

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1, 2
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	6
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	3, 4
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	5a, 5b
Goal-oriented co-operation	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can ask people for things, and give people things.	6

**12e Thank you! (page 149)**

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	2
Reading for orientation	Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations.	2
Information exchange	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	6
Notes, messages and forms	Can write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country etc. such as on a hotel registration form.	4

**12f A day in the life of a lighthouse keeper (pages 150–151)**

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	2, 3a, 3b, 4
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	6, 7
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	2
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	10

**Unit 12 Review and Memory Booster (page 152)**

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	1, 2, 3
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	4, 5
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	7