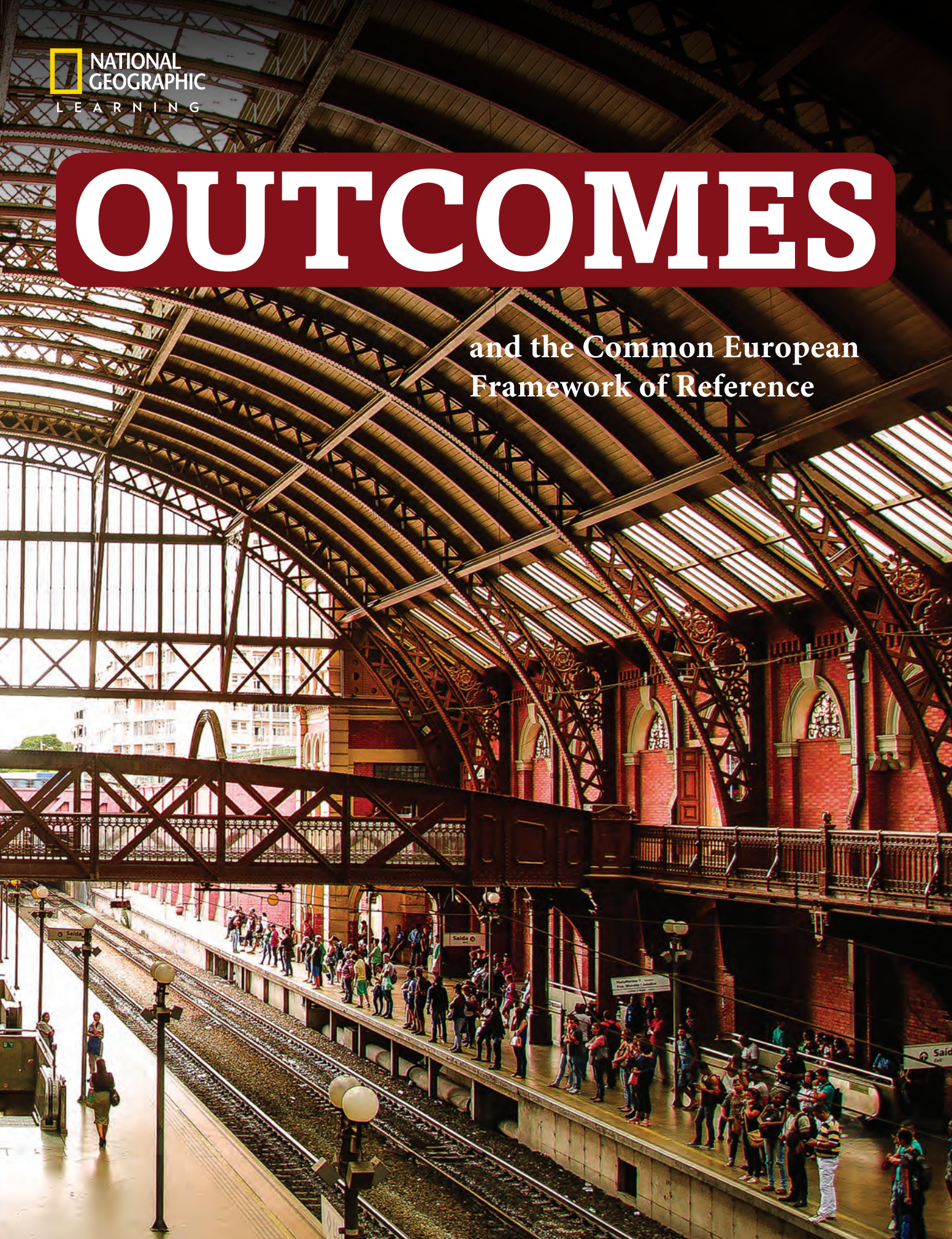


# OUTCOMES

and the Common European  
Framework of Reference



BEGINNER  
A1



# Introduction

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

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

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

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

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

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

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

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

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

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

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

2.3 by developing appropriate methods and materials.

Working from these principles the CEFR encourages us to think about the 'domains' in which we use language – social, public, occupational and educational. It then suggests we consider specific situations within these domains: the people we might need to interact with, the objects we may use, the things we may read or listen to and the things we may need to do with language. It then

tries to describe not only what a language user 'can do', but also what they are able to do in the language, both generally and in specific skills, domains and situations such as 'Informal discussion (with friends) or 'Formal discussion and meetings'. The CEFR also encourages and comments on areas such as intercultural awareness, self-directed learning, paralinguistics (gesture, mime, etc.), mediating (i.e. interpreting and translation), which have perhaps been less common features of ELT materials.

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

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

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

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

### **CEFR levels, coursebooks and Outcomes**

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

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

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

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

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

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

We have helped students and teachers see these clear objectives at the beginning of each unit, so that students understand what they should be able to do based on the input and specific language areas. You can also see his/her in the mapping to the CEFR here. We help students' self-directed learning with the Vocabulary Builder, the Grammar reference with exercises and the online workbook which comes with all the student's books. We also help mediation skills through translation exercises such as the Language Patterns box. We encourage intercultural awareness and the exchange of thoughts and ideas through many short speaking tasks, texts about different countries and contexts, and hearing speakers of different nationalities.

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

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

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

# Outcomes Beginner CEF mapping Framework Level: A1

## Communicative language activities and strategies

### Reception

#### Spoken reception

<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>Can recognise concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.</p>	<p>U1 Where's the party? Ex5, 7, 10; U1 Time for coffee Ex2, 10, 11, 17, 18; U2 Where do you live? Ex1, 6, 17; U2 What do you do? Ex3, 15; U2 Table for two Ex8, 9, 14, 15; U2 Video 1 Ex4, 5; U3 How is it? Ex1, 11, 12; U3 Do you need anything? Ex4, 5, 18, 19; U4 Is there a bank near here? Ex5, 6, 10, 11, 12; U4 Can you help me? Ex1, 6, 7, 12, 13; U4 Video 2 Ex2, 3, 4, 5, 6; U4 Review 2 Ex5; U5 Good places to go Ex3, 4; U5 Have a good trip! Ex 11; U5 Good plan! Ex2, 3, 15, 18, 19; U6 How was your flight? Ex6; U6 We loved it Ex5, 6; U6 What did you do? Ex2, 3, 4, 6, 15; U6 Video 3 Ex2, 3, 5; U7 I love going out Ex10, 11; U7 What are you reading? Ex2, 3, 4; U7 This one looks good Ex7, 14; U8 Where is everyone? Ex6, 7, 8, 13; U8 I can't find my keys Ex7, 8, 12, 13, 14, 15; U8 Working at home Ex16; U8 Video 4 Ex2; U9 I hurt my back Ex1, 12, 13; U9 Living abroad Ex2, 8, 9, 10, 13; U10 It's going to stay like this Ex1, 11, 12; U10 A festival Ex12, 14; U10 Did you see the news Ex3; U11 Celebrate Ex8, 9; U11 Ancient history Ex8, 9; U12 I'll do it for you Ex3, 4, 5; U12 Saying goodbye is hard to do Ex11, 12; U12 Video 6 Ex2</p>
<p>Understanding conversation between other speakers:</p> <p>Can understand some words and expressions when people are talking about him/herself, family, school, hobbies or surroundings, provided they are talking slowly and clearly.</p> <p>Can understand words and short sentences when listening to a simple conversation (e.g. between a customer and a salesperson in a shop), provided that people talk very slowly and very clearly.</p>	<p>U1 Nice to meet you Ex1, 4; U1 Time for coffee Ex8, 10, 11, 13; U2 Table for two Ex8, 9, 10; U3 How is it? Ex1, 11, 12; U3 Do you need anything? Ex6; U4 Is there a bank near here? Ex10, 11, 12; U5 Good places to go Ex3, 4, 5, 12; U5 Good plan! Ex2, 4, 5; U6 How was your flight? Ex6; U6 We loved it Ex5, 6; U6 What did you do? Ex2, 3, 4; U7 I love going out Ex10, 11; U7 What are you reading? Ex3, 4; U7 This one looks good Ex7, 8; U8 Where is everyone? Ex6, 7, 8; U8 I can't find my keys Ex7, 8, 12, 13, 14, 15; U9 I hurt my back Ex12, 13; U9 Living abroad Ex2, 10; U10 It's going to stay like this Ex12; U10 A festival Ex12; U11 Celebrate Ex8, 9; U11 Ancient history Ex8, 9; U12 Saying goodbye is hard to do Ex11, 12</p>

#### Written reception

<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>U1 Where's the party? Ex16, 18; U2 What do you do? Ex11, 12, 13, 14; U3 How is it? Ex10; U3 Things I want in life Ex8, 9; U4 When are you free? Ex8, 10; U5 Have a good trip! Ex3, 4, 5; U6 We loved it Ex9, 11, 12; U7 What are you reading? Ex12, 13; U8 Working at home Ex2, 3, 6, 7, 8, 12; U9 It's a beautiful environment Ex11, 12; U10 A festival Ex7, 8; U10 Did you see the news? Ex4, 12, 13; U11 Personal history Ex6, 7, 11; U11 Ancient history Ex5, 10, 11, 12; U12 I'll do it for you Ex14; U12 What a lovely gift! Ex3; U12 Video 6 Ex1</p>
<p>Reading correspondence:</p> <p>Can understand short, simple messages sent via social media or email (e.g. proposing what to do, when and where to meet).</p>	<p>U8 Where is everyone? Ex15</p>
<p>Reading for orientation:</p> <p>Can find and understand simple, important information in advertisements, in programmes for special events, in leaflets and brochures (e.g. what is proposed, costs, the date and place of the event, departure times etc.).</p>	<p>U1 Where's the party? Ex16, 18; U5 Have a good trip! Ex6</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>U1 Where's the party? Ex16, 18; U2 What do you do? Ex11, 12; U3 Things I want in life Ex8, 9; U4 When are you free? Ex8, 10; U5 Have a good trip! Ex4, 5; U6 We loved it Ex12; U7 What are you reading? Ex12, 13; U8 Working at home Ex2, 3, 12; U9 It's a beautiful environment Ex11, 12; U10 A festival Ex7, 8; U10 Did you see the news? Ex13; U11 Personal history Ex6, 11; U11 Ancient history Ex5, 11; U12 What a lovely gift! Ex3</p>
<p>Reading as a leisure activity:</p> <p>Can understand short, illustrated narratives about everyday activities that are written in simple words.</p> <p>Can understand in outline short texts in illustrated stories, provided that the images help him/her to guess a lot of the content.</p>	<p>U3 Things I want in life Ex8, 9; U4 When are you free? Ex8, 10; U6 We loved it Ex11, 12; U7 What are you reading? Ex12, 13; U8 Working at home Ex2, 3, 12; U9 It's a beautiful environment Ex11, 12; U10 Did you see the news? Ex13; U11 Personal history Ex6, 11; U11 Ancient history Ex5, 11; U12 What a lovely gift! Ex3</p>

## Audio-visual reception

<p>Watching TV, film and video:</p> <p>Can recognise familiar words and phrases and identify the topics in headline news summaries and many of the products in advertisements, by exploiting visual information and general knowledge.</p>	<p>U2 Video 1 Ex2, 3, 4, 5; U4 Video 2 Ex2, 3, 4, 5, 6; U6 Video 3 Ex2, 3, 4, 5; U8 Video 4 Ex2, 3, 4; U10 Video 5 Ex2, 3, 4; U12 Video 6 Ex2, 3, 4</p>
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## Reception strategies

<p>Identifying cues and inferring (spoken and written):</p> <p>Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.</p>	<p>U4 When are you free? Ex9; U5 Have a good trip! Ex7; U6 We loved it Ex13; U7 What are you reading? Ex14; U8 Working at home Ex4, 5; U8 Video 4 Ex5; U9 It's a beautiful environment Ex13; U10 A festival Ex9; U10 Did you see the news? Ex2; U11 Celebrate Ex1; U11 Personal history Ex4, 8, 9; U11 Ancient history Ex2, 3; U12 I'll do it for you Ex11; U12 What a lovely gift! Ex4; U12 Saying goodbye is hard to do Ex3</p>
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## Production

### Spoken production

<p>Overall spoken production:</p> <p>Can produce simple mainly isolated phrases about people and places.</p>	<p>U2 Where do you live? Ex7; U2 What do you do? Ex5; U2 Video 1 Ex1; U3 How is it? Ex16; U3 Things I want in life Ex1; U5 Good places to go Ex1, 2; U5 Good plan! Ex10, 11; U7 What are you reading? Ex11; U8 Where is everyone? Ex5; U8 Working at home Ex11, 13; U9 I hurt my back Ex11; U9 It's a beautiful environment Ex7, 14; U9 Living abroad Ex5, 17; U10 It's going to stay like this Ex13; U10 A festival Ex1, 2, 16; U11 Celebrate Ex7</p>
<p>Sustained monologue (describing experience):</p> <p>Can describe him/herself, what he/she does and where he/she lives.</p> <p>Can describe simple aspects of his/her everyday life in a series of simple sentences, using simple words and basic phrases, provided he/she can prepare in advance.</p>	<p>U2 Where do you live? Ex7; U2 What do you do? Ex5, 6; U3 How is it? Ex16; U3 Do you need anything? Ex3; U5 Good places to go Ex2; U6 How was your flight? Ex5; U7 I love going out Ex3; U8 Where is everyone? Ex5; U9 I hurt my back Ex5, 11; U9 It's a beautiful environment Ex1, 7, 14; U9 Living abroad Ex5, 17; U10 It's going to stay like this Ex13; U10 A festival Ex1, 2, 6; U10 Video 5 Ex7; U11 Celebrate Ex7; U11 Personal history Ex1; U11 Ancient history Ex13; U12 What a lovely gift! Ex1, 12</p>

## Written production

<p>Overall written production:</p> <p>Can give information in writing about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words and basic expressions.</p> <p>Can write simple isolated phrases and sentences.</p>	<p>U1 Where's the party? Ex5, 9, 17; U2 What do you do? Ex17; U2 Review 1 Ex4; U3 How is it? Ex18, 21; U3 Things I want in life Ex1, 12; U4 Is there a bank near here? Ex9; U4 Can you help me? Ex9, 10; U4 Review 2 Ex2, 3; U5 Good places to go Ex11, 13; U5 Have a good trip! Ex1; U5 Good plan! Ex9; U6 How was your flight? Ex10, 12, 14, 15, 17; U6 We loved it Ex16; U6 What did you do? Ex10; U6 Review 3 Ex3, 4; U7 I love going out Ex8, 10, 14, 15; U7 What are you reading? Ex1, 10, 16; U8 Where is everyone? Ex4; U8 I can't find my keys Ex16; U8 Working at home Ex15; U8 Review 4 Ex4; U9 It's a beautiful environment Ex9, 15, 17; U10 It's going to stay like this Ex6, 9; U10 A festival Ex11, 13; U10 Did you see the news? Ex5, 11, 12; U10 Video 5 Ex1, 6; U10 Review 5 Ex4, 5; U11 Celebrate Ex6, 15, 16; U11 Personal history Ex5, 14, 15, 17; U11 Ancient history Ex7, 10; U12 I'll do it for you Ex18; U12 What a lovely gift! Ex11; U12 Saying goodbye is hard to do Ex17, 18; U12 Review 6 Ex3, 4</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>Can describe in very simple language what a room looks like.</p> <p>Can use simple words and phrases to describe certain everyday objects (e.g. the colour of a car, whether it is big or small).</p>	<p>U2 Where do you live? Ex9; U3 Things I want in life Ex12; U6 We loved it Ex16; U7 I love going out Ex14; U7 What are you reading? Ex1, 16; U8 Working at home Ex15; U9 It's a beautiful environment Ex17; U10 It's going to stay like this Ex9; U10 A festival Ex11; U11 Personal history Ex17; U12 I'll do it for you Ex18; U12 What a lovely gift! Ex11</p>

## Interaction

### Spoken interaction

<p>Overall spoken interaction:</p> <p>Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair.</p> <p>Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</p>	<p>U1 Nice to meet you Ex3, 5, 6, 7, 11, 12, 15, 16; U1 Where's the party? Ex2, 3, 6, 13, 14, 15; U1 Time for coffee Ex3, 6, 7, 9, 15, 16, 19; U2 Where do you live? Ex3, 14, 15, 18; U2 What do you do? Ex1, 4, 16, 18; U2 Table for two Ex5, 6, 7, 11, 12, 13; U2 Video 1 Ex6, 7; U3 How is it? Ex2, 3, 20, 21, 22; U3 Things I want in life Ex7, 11; U3 Do you need anything? Ex10, 14, 17; U4 Is there a bank near here? Ex1, 8, 13, 15, 16, 17; U4 When are you free? Ex1, 4, 5, 6, 7, 11; U4 Can you help me? Ex2, 11; U4 Video 2 Ex1, 7; U5 Good places to go Ex6; U5 Have a good trip! Ex2, 8, 12, 14, 15; U5 Good plan! Ex1, 8, 14, 16, 17; U6 How was your flight? Ex1, 8, 11, 13, 16, 18; U6 We loved it Ex1, 2, 7, 8; U6 What did you do? Ex1, 5, 8, 12, 14; U6 Video 3 Ex1, 6; U7 I love going out Ex6, 16; U7 What are you reading? Ex1, 6, 7, 15; U7 This one looks good Ex1, 6, 11, 12, 16; U8 Where is everyone? Ex12, 14, 17, 18; U8 I can't find my keys Ex1, 5, 6, 9, 11, 17, 20; U8 Working at home Ex1, 14; U8 Video 4 Ex1, 8; U9 I hurt my back Ex2, 10, 11, 14, 15; U9 It's a beautiful environment Ex10, 16; U9 Living abroad Ex1, 5, 6, 7, 12, 14; U10 It's going to stay like this Ex2, 7, 10, 15, 16, 17; U10 A festival Ex5, 6, 10; U10 Did you see the news? Ex1, 6, 14, 15; U10 Video 5 Ex5, 7; U11 Celebrate Ex1, 13, 14, 17; U11 Personal history Ex1, 10, 16; U11 Ancient history Ex1, 12; U12 I'll do it for you Ex1, 2, 9, 15, 17; U12 What a lovely gift! Ex1, 2, 5, 9, 10; U12 Saying goodbye is hard to do Ex1, 4, 6, 13, 14; U12 Video 6 Ex6</p>
<p>Understanding an interlocutor:</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>Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.</p>	<p>U12 I'll do it for you Ex9, 15, 17; U12 What a lovely gift! Ex1</p>

<p>Conversation:</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>Can take part in a simple conversation of a basic factual nature on a predictable topic, e.g. his/her home country, family, school.</p> <p>Can make an introduction and use basic greeting and leave-taking expressions.</p> <p>Can ask how people are and react to news.</p>	<p>U1 Nice to meet you Ex3, 5, 6, 7, 15, 16; U1 Where's the party? Ex2, 3; U1 Time for coffee Ex16, 19; U2 Where do you live? Ex15, 18; U3 How is it? Ex2, 3, 20, 21, 22; U3 Do you need anything? Ex17; U4 Is there a bank near here? Ex13, 15, 16, 17; U6 How was your flight? Ex13, 16, 18; U6 We loved it Ex2; U8 Where is everyone? Ex12, 14, 16, 17, 18; U9 I hurt my back Ex2, 10, 11, 14, 15; U10 It's going to stay like this Ex2, 10, 15, 16, 17; U10 Did you see the news? Ex6, 14, 15; U10 Video 5 Ex5; U12 Saying goodbye is hard to do Ex13, 14</p>
<p>Informal discussion (with friends):</p> <p>Can exchange likes and dislikes for sports, foods, etc., using a limited repertoire of expressions, when addressed clearly, slowly and directly.</p>	<p>U2 Table for two Ex4; U3 How is it? Ex9; U4 When are you free? Ex11, 12; U5 Good places to go Ex6; U5 Have a good trip! Ex8; U6 How was your flight Ex11; U6 We loved it Ex14; U6 What did you do? Ex1, 5; U7 I love going out Ex6, 9, 13, 16; U7 What are you reading? Ex15; U7 This one looks good Ex1, 11, 13; U8 I can't find my keys Ex5, 6; U8 Working at home Ex14; U9 It's a beautiful environment Ex10, 16; U9 Living abroad Ex1, 14; U10 A festival Ex5, 10; U10 Did you see the news? Ex1, 7; U11 Personal history Ex10, 16; U11 Ancient history Ex1; U12 I'll do it for you Ex1; U12 What a lovely gift! Ex2, 5, 10, 12; U12 Saying goodbye is hard to do Ex1, 4; U12 Video 6 Ex6</p>
<p>Obtaining goods and services:</p> <p>Can ask people for things and give people things.</p> <p>Can ask for food and drink using basic expressions.</p> <p>Can handle numbers, quantities, cost and time.</p>	<p>U1 Time for coffee Ex6, 7, 9, 15, 16; U2 Table for two Ex5, 6, 7, 11, 12, 13; U3 Do you need anything? Ex15, 16, 17; U4 Can you help me? Ex11; U6 We loved it Ex7, 8; U7 This one looks good Ex12; U8 I can't find my keys Ex20</p>
<p>Information exchange:</p> <p>Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.</p> <p>Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</p> <p>Can ask and answer questions about themselves and other people, where they live, people they know, things they have.</p> <p>Can indicate time by such phrases as next week, last Friday, in November, three o'clock.</p> <p>Can express numbers, quantities and cost in a limited way.</p> <p>Can name the colour of clothes or other familiar objects and can ask the colour of such objects.</p>	<p>U1 Words Ex2; U1 Nice to meet you Ex5, 11, 12, 15, 16; U1 Where's the party? Ex15, 18; U2 Where do you live? Ex3, 14; U2 What do you do? Ex4, 16, 18; U2 What do you do? Ex4, 16, 18; U2 Video 1 Ex6, 7; U3 Things I want in life Ex11; U3 Do you need anything? Ex3, 14; U4 When are you free? Ex5, 6, 7; U4 Can you help me? Ex2, 11; U4 Video 2 Ex7; U5 Have a good trip! Ex12, 14, 15; U5 Good plan! Ex1, 11, 16, 17; U6 How was your flight? Ex11; U6 We loved it Ex7, 8; U6 What did you do? Ex5, 8, 12, 14; U6 Video 3 Ex1, 6; U7 This one looks good Ex1; U8 I can't find my keys Ex10, 11, 17, 20; U9 Living abroad Ex6, 7, 12; U10 It's going to stay like this Ex7, 14, 15; U10 A festival Ex6; U11 Celebrate Ex1, 13, 14, 17; U11 Personal history Ex10, 16; U11 Ancient history Ex12, 13; U12 What a lovely gift! Ex2; U12 Video 6 Ex6</p>

## Interaction strategies

<p>Asking for clarification:</p> <p>Can indicate with words, intonation and gestures that he/she does not understand.</p> <p>Can express in a simple way that he/she does not understand.</p>	<p>U11 Personal history Ex4</p>
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## Communicative language competences

### Linguistic

<p>Vocabulary range:</p> <p>Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.</p>	<p>U1 Words Ex1, 2, 3, 4, 5; U1 Nice to meet you Ex8, 9; U1 Where's the party? Ex1, 4, 5, 7, 8, 9; U1 Time for coffee Ex1, 2, 4; U2 Words Ex1, 2, 3; U2 Where do you live? Ex4, 5; U2 What do you do? Ex1, 2, 3; U2 Table for two Ex1, 2, 17; U2 Review 1 Ex5, 6, 7, 8, 9; U3 Words Ex1, 2, 3; U3 How is it? Ex4, 5, 6, 7, 8, 18, 19; U3 Things I want in life Ex2, 3, 4; U3 Do you need anything? Ex1, 2, 3, 21; U4 Words Ex1, 2, 3; U4 Is there a bank near here? Ex2, 3, 4, 5; U4 When are you free? Ex1, 2, 3; U4 Can you help me? Ex8, 9, 15; U4 Review 2 Ex7, 8, 9, 10; U5 Words Ex1, 2, 3; U5 Good places to go Ex1, 10; U5 Have a good trip! Ex1, 9, 10, 13; U5 Good plan! Ex21; U6 Words Ex1, 2, 3; U6 How was your flight? Ex2, 3, 4; U6 We loved it Ex1, 3, 4; U6 What did you do? Ex1, 13, 18; U6 Video 3 Ex4; U6 Review 3 Ex6, 7, 8, 9; U7 Words Ex1, 2, 3; U7 I love going out Ex4, 5, 12; U7 What are you reading? Ex1, 8, 9; U7 This one looks good Ex1, 2, 3, 4, 5, 10, 17; U8 Words Ex1, 2, 3; U8 Where is everyone? Ex1, 2, 3, 4; U8 I can't find my keys Ex1, 2, 3, 4, 5, 9, 10; U8 Working at home Ex5, 9, 10, 11, 18; U8 Video 4 Ex5, 6, 7; U8 Review 4 Ex6, 7, 8, 9; U9 Words Ex1, 2, 3; U9 I hurt my back Ex6, 7, 8, 9; U9 It's a beautiful environment Ex2, 3, 4, 5, 6, 7; U9 Living abroad Ex3, 4, 5, 11; U10 Words Ex1, 2, 3; U10 It's going to stay like this Ex3, 4, 5, 6; U10 A festival Ex3, 4, 5; U10 Did you see the news? Ex2, 3, 4, 5, 18; U10 Video 5 Ex6; U10 Review 5 Ex7, 8, 9, 10; U11 Words Ex1, 2, 3; U11 Celebrate Ex1, 2, 3, 4, 6; U11 Personal history Ex1, 2, 3, 4, 5, 8; U11 Ancient history Ex2, 3, 4, 16; U12 Words Ex1, 2, 3; U12 I'll do it for you Ex10, 11, 16; U12 What a lovely gift! Ex1, 11; U12 Saying goodbye is hard to do Ex2, 3, 4; U12 Video 6 Ex5; U12 Review 6 Ex6, 7, 8, 9</p>
<p>Grammatical accuracy:</p> <p>Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.</p>	<p>U1 Nice to meet you Ex13, 14; U1 Where's the party? Ex11, 12; U1 Time for coffee Ex12; U2 Where do you live? Ex8, 9, 10, 11, 12, 16; U2 What do you do? Ex7, 9, 10; U2 Table for two Ex3, 4; U2 Review 1 Ex1, 2, 3, 4; U3 How is it? Ex13, 14, 15, 16; U3 Things I want in life Ex4, 5, 6, 7, 10; U3 Do you need anything? Ex11, 12; U4 Is there a bank near here? Ex7, 8; U4 When are you free? Ex7; U4 Can you help me? Ex2, 3, 5, 6; U4 Review 2 Ex1, 2, 3, 4, 5, 6; U5 Good places to go Ex7; U5 Good plan! Ex6, 7, 12, 13; U6 How was your flight? Ex7, 8, 9, 10, 14; U6 We loved it Ex10, 15; U6 What did you do? Ex7, 8, 9, 10, 11; U6 Review 3 Ex1, 2, 3, 4, 5; U7 I love going out Ex1, 2, 3, 7, 8, 9; U7 What are you reading? Ex5, 6, 7; U7 This one looks good Ex9; U8 Where is everyone? Ex9, 10; U8 I can't find my keys Ex8, 9, 18, 19; U8 Working at home Ex9, 10; U8 Review 4 Ex1, 2, 3, 4, 5; U9 I hurt my back Ex3, 4, 5, 8, 9; U9 It's a beautiful environment Ex8, 9; U10 It's going to stay like this Ex6, 8, 9, 10; U10 Did you see the news? Ex8, 9, 10; U10 Review 5 Ex1, 2, 3, 4, 5, 6, 10; U11 Celebrate Ex10, 11, 12; U11 Personal history Ex12, 13, 15; U11 Ancient history Ex6, 7; U12 I'll do it for you Ex6, 7, 8, 9; U12 What a lovely gift! Ex6, 7, 8; U12 Saying goodbye is hard to do Ex5, 6, 7, 8; U12 Review 6 Ex1, 2, 3, 4, 5</p>
<p>Phonological control:</p> <p>Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned.</p> <p>Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.</p>	<p>U1 Words Ex4, 5; U1 Nice to meet you Ex2, 10; U1 Where's the party? Ex4, 13; U1 Time for coffee Ex5, 14; U2 Words Ex2, 3; U2 Where do you live? Ex2, 13; U2 What do you do? Ex2, 8; U2 Table for two Ex1, 16; U3 Words Ex2, 3; U3 How is it? Ex4, 15, 17; U3 Do you need anything? Ex20, 21; U4 Words Ex2, 3; U4 Can you help me? Ex4, 5, 14, 15; U5 Words Ex2, 3; U5 Good places to go Ex8, 9; U5 Have a good trip! Ex9; U5 Good plan! Ex3, 13, 18, 20, 21; U6 Words Ex2, 3; U6 How was your flight? Ex2, 7; U6 What did you do? Ex7, 16, 17, 18; U7 Words Ex2, 3; U7 What are you reading? Ex8; U7 This one looks good Ex2, 15, 17; U8 Words Ex2, 3; U8 Where is everyone? Ex11, 15; U8 I can't find my keys Ex3; U8 Working at home Ex17, 18; U9 Word Ex2, 3; U9 I hurt my back Ex4, 7; U9 It's a beautiful environment Ex3; U9 Living abroad Ex15, 16; U10 Words Ex2, 3; U10 A festival Ex4; U10 Did you see the news? Ex9, 16, 17; U11 Words Ex2, 3; U11 Celebrate Ex3, 5; U11 Ancient history Ex14, 15, 16; U12 Words Ex2, 3; U12 I'll do it for you Ex12, 13, 15; U12 Saying goodbye is hard to do Ex9, 15, 16</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>U1 Nice to meet you Ex3, 15; U1 Where's the party? Ex2, 3; U3 Do you need anything? Ex8, 9; U5 Good places to go Ex13, 14, 15; U6 How was your flight? Ex13, 16, 18; U8 Where is everyone? Ex12, 14, 16, 17, 18; U8 I can't find my keys Ex20; U9 I hurt my back Ex14, 15; U11 Celebrate Ex16, 17; U12 Saying goodbye is hard to do Ex10</p>
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## Pragmatic

<p>Coherence and cohesion:</p> <p>Can link words or groups of words with very basic <b>linear connectors</b> like 'and' or 'then'.</p>	<p>U11 Ancient history Ex6, 7; U12 I'll do it for you Ex6, 7, 8, 9</p>
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## Spoken fluency

<p>Spoken fluency:</p> <p>Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.</p>	<p>U1 Nice to meet you Ex16; U1 Where's the party? Ex15, 18; U1 Time for coffee Ex16; U2 Where do you live? Ex18; U2 Table for two Ex12, 13; U2 Video 1 Ex7; U3 How is it? Ex20, 22; U3 Things I want in life Ex11; U3 Do you need anything? Ex17; U4 Is there a bank near here? Ex17; U4 When are you free? Ex12; U4 Video 2 Ex7; U5 Good places to go Ex15; U5 Have a good trip! Ex15; U5 Good plan! Ex17; U6 How was your flight? Ex18; U6 What did you do? Ex14; U6 Video 3 Ex6; U7 I love going out Ex16; U7 What are you reading? Ex15; U7 This one looks good Ex13, 16; U8 Where is everyone? Ex12, 14, 16, 17, 18; U8 I can't find my keys Ex20; U8 Video 4 Ex8; U9 I hurt my back Ex15; U9 Living abroad Ex17; U10 It's going to stay like this Ex16, 17; U10 A festival Ex17; U10 Did you see the news? Ex14, 15; U10 Video 5 Ex7; U11 Celebrate Ex13, 14, 17; U11 Personal history Ex10, 16; U11 Ancient history Ex1; U12 I'll do it for you Ex17; U12 What a lovely gift! Ex10; U12 Saying goodbye is hard to do Ex13, 14; U12 Video 6 Ex6</p>
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# Outcomes Beginner CEF mapping Framework level: A1

## Unit 1 Be

### Words for Unit 1 (pages 6–7)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1, 2, 3, 4, 5
Information exchange	Can express numbers, quantities and cost in a limited way.	2
Phonological control	Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	4
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned.	5

### Nice to meet you (pages 8–9)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding conversation between other speakers	Can understand some words and expressions when people are talking about him/herself, family, school, hobbies or surroundings, provided they are talking slowly and clearly.	1, 4
Phonological control	Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	2, 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.	3, 5, 6, 7, 11, 12, 15, 16
Conversation	Can make an introduction and use basic greeting and leave-taking expressions.	3, 5, 6, 7, 15, 16
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.	3, 15
Information exchange	Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	5, 11, 12, 15, 16
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	8, 9
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	13, 14
Spoken fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	16

### Where's the party? (pages 10–11)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1, 4, 5, 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.	2, 3, 6, 13, 14, 15
Conversation	Can make an introduction and use basic greeting and leave-taking expressions.	2, 3

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, 3
Phonological control	Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	4, 13
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	5, 7, 10
Overall written production	Can write simple isolated phrases and sentences.	5, 9, 17
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	11, 12
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.	15, 18
Spoken fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	15, 18
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.	16, 18
Reading for orientation	Can find and understand simple, important information in advertisements, in programmes for special events, in leaflets and brochures (e.g. what is proposed, costs, the date and place of the event, departure times etc.).	16, 18
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.	16, 18

### Time for coffee (pages 12–13)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	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.	2, 10, 11, 17, 18
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, 6, 7, 9, 15, 16, 19
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned.	5, 14
Obtaining goods and services	Can ask people for things and give people things. Can ask for food and drink using basic expressions. Can handle numbers, quantities, cost and time.	6, 7, 9, 15, 16
Understanding conversation between other speakers	Can understand words and short sentences when listening to a simple conversation (e.g. between a customer and a salesperson in a shop), provided that people talk very slowly and very clearly.	8, 10, 11, 13
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	12
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.	16
Spoken fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	16
Conversation	Can make an introduction and use basic greeting and leave-taking expressions.	19



## Unit 2 Live, work, eat

### Words for Unit 2 (pages 14–15)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1, 2, 3
Phonological control	Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	2
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned.	3

### Where do you live? (pages 16–17)

COMPONENT	DESCRIPTOR	EXERCISE
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	1, 6, 17
Phonological control	Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	2, 13
Overall spoken interaction	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	3, 14, 15, 18
Information exchange	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	3, 14
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	4, 5
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	7
Sustained monologue (describing experience)	Can describe him/herself, what he/she does and where he/she lives. Can describe simple aspects of his/her everyday life in a series of simple sentences, using simple words and basic phrases, provided he/she can prepare in advance.	7
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	8, 9, 10, 11, 12, 16
Creative writing	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.	9
Conversation	Can make an introduction and use basic greeting and leave-taking expressions.	15, 18
Spoken fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	18

### What do you do? (pages 18–19)

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 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, 16, 18
Phonological control	Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	2, 8
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	3, 15

Information exchange	Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	4, 16, 18
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	5
Sustained monologue (describing experience)	Can describe simple aspects of his/her everyday life in a series of simple sentences, using simple words and basic phrases, provided he/she can prepare in advance.	5, 6
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	7, 9, 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.	11, 12, 13, 14
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.	11, 12
Overall written production	Can give information in writing about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words and basic expressions. Can write simple isolated phrases and sentences.	17

**Table for two** (pages 20–21)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1, 2, 17
Phonological control	Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	1
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	3, 4
Informal discussion (with friends)	Can exchange likes and dislikes for sports, foods, etc., using a limited repertoire of expressions, when addressed clearly, slowly and directly.	4
Overall spoken interaction	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	5, 6, 7, 11, 12, 13
Obtaining goods and services	Can ask people for things and give people things. Can ask for food and drink using basic expressions. Can handle numbers, quantities, cost and time.	5, 6, 7, 11, 12, 13
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	8, 9, 14, 15
Understanding conversation between other speakers	Can understand words and short sentences when listening to a simple conversation (e.g. between a customer and a salesperson in a shop), provided that people talk very slowly and very clearly.	8, 9, 10
Spoken fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	12, 13
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned.	16

**Video 1** (page 22)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	1
Watching TV, film and video	Can recognise familiar words and phrases and identify the topics in headline news summaries and many of the products in advertisements, by exploiting visual information and general knowledge.	2, 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.	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.	6, 7

Information exchange	Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	6, 7
Spoken fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	7

### Review 1 (page 23)

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
Overall written production	Can write simple isolated phrases and sentences.	4
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	5, 6, 7, 8, 9

### Unit 3 Love, want, need

#### Words for Unit 3 (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, 3
Phonological control	Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	2
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned.	3

### How is it? (pages 26–27)

COMPONENT	DESCRIPTOR	EXERCISE
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	1, 11, 12
Understanding conversation between other speakers	Can understand some words and expressions when people are talking about him/herself, family, school, hobbies or surroundings, provided they are talking slowly and clearly.	1, 11, 12
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, 3, 20, 21, 22
Conversation	Can ask how people are and react to news.	2, 3, 20, 21, 22
Phonological control	Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	4
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	4, 5, 6, 7, 8, 18, 19
Informal discussion (with friends)	Can exchange likes and dislikes for sports, foods, etc., using a limited repertoire of expressions, when addressed clearly, slowly and directly.	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.	10
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	13, 14, 15, 16
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned.	15, 17
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	16



Sustained monologue (describing experience)	Can describe simple aspects of his/her everyday life in a series of simple sentences, using simple words and basic phrases, provided he/she can prepare in advance.	16
Overall written production	Can write simple isolated phrases and sentences.	18, 21
Spoken fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	20, 22

### Things I want in life (pages 28–29)

COMPONENT	DESCRIPTOR	EXERCISE
Overall written production	Can give information in writing about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words and basic expressions. Can write simple isolated phrases and sentences.	1, 12
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	1
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	2, 3, 4
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	4, 5, 6, 7, 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.	7, 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.	8, 9
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.	8, 9
Reading as a leisure activity	Can understand short, illustrated narratives about everyday activities that are written in simple words. Can understand in outline short texts in illustrated stories, provided that the images help him/her to guess a lot of the content.	8, 9
Information exchange	Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	11
Spoken fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	11
Creative writing	Can use simple words and phrases to describe certain everyday objects (e.g. the colour of a car, whether it is big or small).	12

### Do you need anything? (pages 30–31)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1, 2, 3, 21
Sustained monologue (describing experience)	Can describe him/herself, what he/she does and where he/she lives. Can describe simple aspects of his/her everyday life in a series of simple sentences, using simple words and basic phrases, provided he/she can prepare in advance.	3
Information exchange	Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	3, 14
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	4, 5, 18, 19
Understanding conversation between other speakers	Can understand words and short sentences when listening to a simple conversation (e.g. between a customer and a salesperson in a shop), provided that people talk very slowly and very clearly.	6
Goal-oriented co-operation	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.	8, 9

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.	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.	10, 14, 17
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	11, 12
Obtaining goods and services	Can ask people for things and give people things.	15, 16, 17
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.	17
Spoken fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	17
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned.	20, 21

## Unit 4 Where and when?

### Words for Unit 4 (pages 32–33)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1, 2, 3
Phonological control	Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	2
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned.	3

### Is there a bank near here? (pages 34–35)

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, 8, 13, 15, 16, 17
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	2, 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.	5, 6, 10
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	7, 8
Overall written production	Can write simple isolated phrases and sentences.	9
Overall listening comprehension	Can recognise concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.	10, 11, 12
Understanding conversation between other speakers	Can understand some words and expressions when people are talking about him/herself, family, school, hobbies or surroundings, provided they are talking slowly and clearly.	10, 11, 12
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.	13, 15, 16, 17
Spoken fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	17

## When are you free? (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, 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, 5, 6, 7, 11
Information exchange	Can indicate time by such phrases as next week, last Friday, in November, three o'clock.	5, 6, 7
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	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.	8, 10
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.	8, 10
Reading as a leisure activity	Can understand short, illustrated narratives about everyday activities that are written in simple words.	8, 10
Identifying cues and inferring (spoken and written)	Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	9
Informal discussion (with friends)	Can exchange likes and dislikes for sports, foods, etc., using a limited repertoire of expressions, when addressed clearly, slowly and directly.	11, 12
Spoken fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	12

## Can you help me? (pages 38–39)

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, 6, 7, 12, 13
Overall spoken interaction	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	2, 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.	2, 11
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	2, 3, 5, 6
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned.	4, 5, 14, 15
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	8, 9, 15
Overall written production	Can write simple isolated phrases and sentences.	9, 10
Obtaining goods and services	Can ask people for things and give people things.	11

## Video 2 (page 40)

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, 7



Watching TV, film and video	Can recognise familiar words and phrases and identify the topics in headline news summaries and many of the products in advertisements, by exploiting visual information and general knowledge.	2, 3, 4, 5, 6
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, 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. Can indicate time by such phrases as next week, last Friday, in November, three o'clock.	7
Spoken fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	7

## Review 2 (page 41)

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, 5, 6
Overall written production	Can write simple isolated phrases and sentences.	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
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	7, 8, 9, 10

## Unit 5 Going places

### Words for Unit 5 (page 42–43)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1, 2, 3
Phonological control	Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	2
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned.	3

### Good places to go (pages 44–45)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1, 10
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	1, 2
Sustained monologue (describing experience)	Can describe simple aspects of his/her everyday life in a series of simple sentences, using simple words and basic phrases, provided he/she can prepare in advance.	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
Understanding conversation between other speakers	Can understand some words and expressions when people are talking about him/herself, family, school, hobbies or surroundings, provided they are talking slowly and clearly.	3, 4, 5, 12
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

Informal discussion (with friends)	Can exchange likes and dislikes for sports, foods, etc., using a limited repertoire of expressions, when addressed clearly, slowly and directly.	6
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	7
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned.	8, 9
Overall written production	Can write simple isolated phrases and sentences.	11, 13
Goal-oriented co-operation	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can act on basic instructions that involve times, locations, numbers etc.	14, 15
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.	13, 14, 15
Spoken fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	15

### Have a good trip! (pages 46–47)

COMPONENT	DESCRIPTOR	EXERCISE
Overall written production	Can write simple isolated phrases and sentences.	1
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1, 9, 10, 13
Overall spoken interaction	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	2, 8, 12, 14, 15
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, 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.	4, 5
Reading for orientation	Can find and understand simple, important information in advertisements, in programmes for special events, in leaflets and brochures (e.g. what is proposed, costs, the date and place of the event, departure times etc.).	6
Identifying cues and inferring (spoken and written)	Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	7
Informal discussion (with friends)	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	8
Phonological control	Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	9
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. Can act on basic instructions that involve times, locations, numbers etc.	12, 14, 15
Information exchange	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can indicate time by such phrases as next week, last Friday, in November, three o'clock. Can express numbers, quantities and cost in a limited way.	12, 14, 15
Spoken fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	15

**Good plan!** (pages 48–49)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	1, 8, 14, 16, 17
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, 17
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	2, 3, 15, 18, 19
Understanding conversation between other speakers	Can understand words and short sentences when listening to a simple conversation (e.g. between a customer and a salesperson in a shop), provided that people talk very slowly and very clearly.	2, 4, 5
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned.	3, 13, 18, 20, 21
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	6, 7, 12, 13
Overall written production	Can give information in writing about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words and basic expressions. Can write simple isolated phrases and sentences.	9
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	10, 11
Information exchange	Can indicate time by such phrases as next week, last Friday, in November, three o'clock.	11, 16, 17
Spoken fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	17
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	21

**Unit 6 Away from home****Words for Unit 6** (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, 3
Phonological control	Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	2
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned.	3

**How was your flight?** (pages 52–53)

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, 8, 11, 13, 16, 18
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	2, 3, 4
Phonological control	Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	2, 7
Sustained monologue (describing experience)	Can describe simple aspects of his/her everyday life in a series of simple sentences, using simple words and basic phrases, provided he/she can prepare in advance.	5

Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	6
Understanding conversation between other speakers	Can understand some words and expressions when people are talking about him/herself, family, school, hobbies or surroundings, provided they are talking slowly and clearly.	6
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	7, 8, 9, 10, 14
Overall written production	Can give information in writing about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words and basic expressions. Can write simple isolated phrases and sentences.	10, 12, 14, 15, 17
Informal discussion (with friends)	Can exchange likes and dislikes for sports, foods, etc., using a limited repertoire of expressions, when addressed clearly, slowly and directly.	11
Information exchange	Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	11
Conversation	Can ask how people are and react to news. Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.	13, 16, 18
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.	13, 16, 18
Spoken fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	18

### We loved it (pages 54–55)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1, 3, 4
Overall spoken interaction	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	1, 2, 7, 8
Conversation	Can ask how people are and react to news. Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.	2
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. Can recognise concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.	5, 6
Understanding conversation between other speakers	Can understand words and short sentences when listening to a simple conversation (e.g. between a customer and a salesperson in a shop), provided that people talk very slowly and very clearly.	5, 6
Obtaining goods and services	Can ask people for things and give people things. Can handle numbers, quantities, cost and time.	7, 8
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 indicate time by such phrases as next week, last Friday, in November, three o'clock. Can express numbers, quantities and cost in a limited way.	7, 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.	9, 11, 12
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	10, 15
Reading as a leisure activity	Can understand short, illustrated narratives about everyday activities that are written in simple words.	11, 12
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.	12



Identifying cues and inferring (spoken and written)	Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	13
Informal discussion (with friends)	Can exchange likes and dislikes for sports, foods, etc., using a limited repertoire of expressions, when addressed clearly, slowly and directly.	14
Overall written production	Can give information in writing about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words and basic expressions. Can write simple isolated phrases and sentences.	16
Creative writing	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do. Can describe in very simple language what a room looks like.	16

### What did you do? (pages 56–57)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1, 13, 18
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, 8, 12, 14
Informal discussion (with friends)	Can exchange likes and dislikes for sports, foods, etc., using a limited repertoire of expressions, when addressed clearly, slowly and directly.	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, 4, 6, 15
Understanding conversation between other speakers	Can understand words and short sentences when listening to a simple conversation (e.g. between a customer and a salesperson in a shop), provided that people talk very slowly and very clearly.	2, 3, 4
Information exchange	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	5, 8, 12, 14
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	7, 8, 9, 10, 11
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned.	7, 16, 17, 18
Overall written production	Can write simple isolated phrases and sentences.	10
Spoken fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	14

### Video 3 (page 58)

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, 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.	1, 6
Watching TV, film and video	Can recognise familiar words and phrases and identify the topics in headline news summaries and many of the products in advertisements, by exploiting visual information and general knowledge.	2, 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.	2, 3, 5
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	4
Spoken fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	6

**Review 3** (page 59)

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, 5
Overall written production	Can write simple isolated phrases and sentences.	3, 4
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	6, 7, 8, 9

**Unit 7 Going out and staying in**  
**Words for Unit 7** (page 60–61)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1, 2, 3
Phonological control	Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	2
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned.	3

**I love going out** (pages 62–63)

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, 7, 8, 9
Sustained monologue (describing experience)	Can describe simple aspects of his/her everyday life in a series of simple sentences, using simple words and basic phrases, provided he/she can prepare in advance.	3
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	4, 5, 12
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, 16
Informal discussion (with friends)	Can exchange likes and dislikes for sports, foods, etc., using a limited repertoire of expressions, when addressed clearly, slowly and directly.	6, 9, 13, 16
Overall written production	Can write simple isolated phrases and sentences.	8, 10, 14, 15
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	10, 11
Understanding conversation between other speakers	Can understand some words and expressions when people are talking about him/herself, family, school, hobbies or surroundings, provided they are talking slowly and clearly.	10, 11
Overall written production	Can give information in writing about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words and basic expressions.	14
Creative writing	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.	14
Spoken fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	16

**What are you reading?** (pages 64–65)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1, 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.	1, 6, 7, 15
Overall written production	Can give information in writing about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words and basic expressions. Can write simple isolated phrases and sentences.	1, 10, 16
Creative writing	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.	1, 16
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
Understanding conversation between other speak	Can understand some words and expressions when people are talking about him/herself, family, school, hobbies or surroundings, provided they are talking slowly and clearly.	3, 4
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	5, 6, 7
Phonological control	Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	8
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	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.	12, 13
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.	12, 13
Reading as a leisure activity	Can understand short, illustrated narratives about everyday activities that are written in simple words.	12, 13
Identifying cues and inferring (spoken and written)	Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	14
Informal discussion (with friends)	Can exchange likes and dislikes for sports, foods, etc., using a limited repertoire of expressions, when addressed clearly, slowly and directly.	15
Spoken fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	15

### This one looks good (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, 4, 5, 10, 17
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, 6, 11, 12, 16
Informal discussion (with friends)	Can exchange likes and dislikes for sports, foods, etc., using a limited repertoire of expressions, when addressed clearly, slowly and directly.	1, 11, 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.	1
Phonological control	Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	2
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	7, 14
Understanding conversation between other speakers	Can understand words and short sentences when listening to a simple conversation (e.g. between a customer and a salesperson in a shop), provided that people talk very slowly and very clearly.	7, 8
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	9

Obtaining goods and services	Can ask people for things and give people things. Can handle numbers, quantities, cost and time.	12
Spoken fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	13, 16
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned.	15, 17

## Unit 8 Here and there

### Words for Unit 8 (pages 68–69)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1, 2, 3
Phonological control	Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	2
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned.	3

### Where is everyone? (pages 70–71)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1, 2, 3, 4
Overall written production	Can give information in writing about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words and basic expressions. Can write simple isolated phrases and sentences.	4
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	5
Sustained monologue (describing experience)	Can describe simple aspects of his/her everyday life in a series of simple sentences, using simple words and basic phrases, provided he/she can prepare in advance.	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, 13
Understanding conversation between other speakers	Can understand some words and expressions when people are talking about him/herself, family, school, hobbies or surroundings, provided they are talking slowly and clearly.	6, 7, 8
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	9, 10
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned.	11, 15
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, 14, 17, 18
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. Can ask how people are and react to news.	12, 14, 16, 17, 18
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.	12, 14, 16, 17, 18
Spoken fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	12, 14, 16, 17, 18
Reading correspondence	Can understand short, simple messages sent via social media or email (e.g. proposing what to do, when and where to meet).	15

## I can't find my keys (pages 72–73)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1, 2, 3, 4, 5, 9, 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.	1, 5, 6, 9, 11, 17, 20
Phonological control	Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	3
Informal discussion (with friends)	Can exchange likes and dislikes for sports, foods, etc., using a limited repertoire of expressions, when addressed clearly, slowly and directly.	5, 6
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. Can recognise concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.	7, 8, 12, 13, 14, 15
Understanding conversation between other speakers	Can understand some words and expressions when people are talking about him/herself, family, school, hobbies or surroundings, provided they are talking slowly and clearly.	7, 8, 12, 13, 14, 15
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	8, 9, 18, 19
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 indicate time by such phrases as next week, last Friday, in November, three o'clock. Can express numbers, quantities and cost in a limited way. Can name the colour of clothes or other familiar objects and can ask the colour of such objects.	10, 11, 17, 20
Overall written production	Can give information in writing about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words and basic expressions. Can write simple isolated phrases and sentences.	16
Obtaining goods and services	Can ask people for things and give people things. Can handle numbers, quantities, cost and time.	20
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.	20
Spoken fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	20

## Working at home (pages 74–75)

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, 14
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, 6, 7, 8, 12
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, 3, 12
Reading as a leisure activity	Can understand short, illustrated narratives about everyday activities that are written in simple words. Can understand in outline short texts in illustrated stories, provided that the images help him/her to guess a lot of the content.	2, 3, 12
Identifying cues and inferring (spoken and written)	Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	4, 5
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	5, 9, 10, 11, 18



Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	9, 10
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	11, 13
Informal discussion (with friends)	Can exchange likes and dislikes for sports, foods, etc., using a limited repertoire of expressions, when addressed clearly, slowly and directly.	14
Overall written production	Can give information in writing about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words and basic expressions. Can write simple isolated phrases and sentences.	15
Creative writing	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.	15
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. Can recognise concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.	16
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned.	17, 18

#### Video 4 (page 76)

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, 8
Watching TV, film and video	Can recognise familiar words and phrases and identify the topics in headline news summaries and many of the products in advertisements, by exploiting visual information and general knowledge.	2, 3, 4
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	2
Identifying cues and inferring (spoken and written)	Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	5
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	5, 6, 7
Sustained monologue: describing experience	Can describe simple aspects of his/her everyday life in a series of simple sentences, using simple words and basic phrases, provided he/she can prepare in advance.	8
Spoken fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	8

#### Review 4 (page 77)

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, 5
Overall written production	Can write simple isolated phrases and sentences.	4
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	6, 7, 8, 9

### Unit 9 Healthy and happy

#### Words for Unit 9 (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

Phonological control	Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	2
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned.	3

### I hurt my back (pages 80–81)

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.	1, 12, 13
Overall spoken interaction	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 simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	2, 10, 11, 14, 15
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. Can ask how people are and react to news.	2, 10, 11, 14, 15
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	3, 4, 5, 8, 9
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned.	4, 7
Sustained monologue (describing experience)	Can describe simple aspects of his/her everyday life in a series of simple sentences, using simple words and basic phrases, provided he/she can prepare in advance.	5, 11
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	6, 7, 8, 9
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	11
Understanding conversation between other speakers	Can understand some words and expressions when people are talking about him/herself, family, school, hobbies or surroundings, provided they are talking slowly and clearly.	12, 13
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.	14, 15
Spoken fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	15

### It's a beautiful environment (pages 82–83)

COMPONENT	DESCRIPTOR	EXERCISE
Sustained monologue (describing experience)	Can describe simple aspects of his/her everyday life in a series of simple sentences, using simple words and basic phrases, provided he/she can prepare in advance.	1, 7, 14
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	2, 3, 4, 5, 6, 7
Phonological control	Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	3
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	7, 14
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	8, 9
Overall written production	Can write simple isolated phrases and sentences.	9, 15, 17
Overall spoken interaction	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 simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	10, 16

Informal discussion (with friends)	Can exchange likes and dislikes for sports, foods, etc., using a limited repertoire of expressions, when addressed clearly, slowly and directly.	10, 16
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.	11, 12
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.	11, 12
Reading as a leisure activity	Can understand short, illustrated narratives about everyday activities that are written in simple words. Can understand in outline short texts in illustrated stories, provided that the images help him/her to guess a lot of the content.	11, 12
Identifying cues and inferring (spoken and written)	Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	13
Overall written production	Can give information in writing about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words and basic expressions.	17
Creative writing	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.	17

### Living abroad (pages 84–85)

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, 6, 7, 12, 14
Informal discussion (with friends)	Can exchange likes and dislikes for sports, foods, etc., using a limited repertoire of expressions, when addressed clearly, slowly and directly.	1, 14
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	2, 8, 9, 10, 13
Understanding conversation between other speakers	Can understand words and short sentences when listening to a simple conversation (e.g. between a customer and a salesperson in a shop), provided that people talk very slowly and very clearly.	2, 10
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	3, 4, 5, 11
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	5, 17
Sustained monologue (describing experience)	Can describe simple aspects of his/her everyday life in a series of simple sentences, using simple words and basic phrases, provided he/she can prepare in advance.	5, 17
Information exchange	Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	6, 7, 12
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned.	15, 16
Spoken fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	17

### Unit 10 News

#### Words for Unit 10 (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, 3
Phonological control	Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	2
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned.	3

### It's going to stay like this (pages 88–89)

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, 11, 12
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, 7, 10, 15, 16, 17
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.	2, 10, 15, 16, 17
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	3, 4, 5, 6
Overall written production	Can write simple isolated phrases and sentences.	6, 9
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	6, 8, 9, 10
Information exchange	Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	7, 14, 15
Overall written production	Can give information in writing about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words and basic expressions.	9
Creative writing	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.	9
Understanding conversation between other speakers	Can understand some words and expressions when people are talking about him/herself, family, school, hobbies or surroundings, provided they are talking slowly and clearly.	12
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	13
Sustained monologue (describing experience)	Can describe simple aspects of his/her everyday life in a series of simple sentences, using simple words and basic phrases, provided he/she can prepare in advance.	13
Spoken fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	16, 17

### A festival (pages 90–91)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	1, 2, 16
Sustained monologue (describing experience)	Can describe him/herself, what he/she does and where he/she lives. Can describe simple aspects of his/her everyday life in a series of simple sentences, using simple words and basic phrases, provided he/she can prepare in advance.	1, 2, 16
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	3, 4, 5
Phonological control	Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	4
Overall spoken interaction	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	5, 6, 10
Informal discussion (with friends)	Can exchange likes and dislikes for sports, foods, etc., using a limited repertoire of expressions, when addressed clearly, slowly and directly.	5, 10
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.	6

Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	7, 8
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.	7, 8
Identifying cues and inferring (spoken and written)	Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	9
Overall written production	Can write simple isolated phrases and sentences.	11, 13
Overall written production	Can give information in writing about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words and basic expressions.	11
Creative writing	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.	11
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	12, 14
Understanding conversation between other speakers	Can understand some words and expressions when people are talking about him/herself, family, school, hobbies or surroundings, provided they are talking slowly and clearly.	12
Goal-oriented co-operation	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can act on basic instructions that involve times, locations, numbers etc.	15, 17
Spoken fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	17

### Did you see the news? (pages 92–93)

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, 6, 14, 15
Informal discussion (with friends)	Can exchange likes and dislikes for sports, foods, etc., using a limited repertoire of expressions, when addressed clearly, slowly and directly.	1, 7
Identifying cues and inferring (spoken and written)	Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	2
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	2, 3, 4, 5, 18
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	3
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, 12, 13
Overall written production	Can write simple isolated phrases and sentences.	5, 11, 12
Conversation	Can ask how people are and react to news. Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.	6, 14, 15
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	8, 9, 10
Phonological control	Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	9, 16, 17
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.	13
Reading as a leisure activity	Can understand short, illustrated narratives about everyday activities that are written in simple words.	13
Spoken fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	14, 15



**Video 5** (page 94)

COMPONENT	DESCRIPTOR	EXERCISE
Overall written production	Can write simple isolated phrases and sentences.	1, 6
Watching TV, film and video	Can recognise familiar words and phrases and identify the topics in headline news summaries and many of the products in advertisements, by exploiting visual information and general knowledge.	2, 3, 4
Overall spoken interaction	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	5, 7
Conversation	Can take part in a simple conversation of a basic factual nature on a predictable topic, e.g. his/her home country, family, school.	5
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	6
Sustained monologue (describing experience)	Can describe him/herself, what he/she does and where he/she lives.	7
Spoken fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	7

**Review 5** (page 95)

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, 5, 6, 10
Overall written production	Can write simple isolated phrases and sentences.	4, 5
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	7, 8, 9, 10

**Unit 11 Life and history****Words for Unit 11** (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, 3
Phonological control	Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	2
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned.	3

**Celebrate** (pages 98–99)

COMPONENT	DESCRIPTOR	EXERCISE
Identifying cues and inferring (spoken and written)	Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	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.	1, 13, 14, 17
Information exchange	Can ask and answer questions about themselves and other people, where they live, people they know, things they have. Can indicate time by such phrases as next week, last Friday, in November, three o'clock.	1, 13, 14, 17

Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1, 2, 3, 4, 6
Phonological control	Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	3, 5
Overall written production	Can write simple isolated phrases and sentences.	6, 15, 16
Overall written production	Can give information in writing about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words and basic expressions.	6, 16
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	7
Sustained monologue (describing experience)	Can describe simple aspects of his/her everyday life in a series of simple sentences, using simple words and basic phrases, provided he/she can prepare in advance.	7
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. Can recognise concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.	8, 9
Understanding conversation between other speakers	Can understand some words and expressions when people are talking about him/herself, family, school, hobbies or surroundings, provided they are talking slowly and clearly.	8, 9
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	10, 11, 12
Spoken fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	13, 14, 17
Goal-oriented co-operation	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can act on basic instructions that involve times, locations, numbers etc.	16, 17
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.	16, 17

### Personal history (pages 100–101)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1, 2, 3, 4, 5, 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.	1, 10, 16
Sustained monologue (describing experience)	Can describe simple aspects of his/her everyday life in a series of simple sentences, using simple words and basic phrases, provided he/she can prepare in advance.	1
Identifying cues and inferring (spoken and written)	Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	4, 8, 9
Asking for clarification	Can indicate with words, intonation and gestures that he/she does not understand. Can express in a simple way that he/she does not understand.	4
Overall written production	Can write simple isolated phrases and sentences.	5, 14, 15, 17
Overall written production	Can give information in writing about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words and basic expressions.	5, 15, 17
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, 11
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, 11
Reading as a leisure activity	Can understand short, illustrated narratives about everyday activities that are written in simple words. Can understand in outline short texts in illustrated stories, provided that the images help him/her to guess a lot of the content.	6, 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.	10, 16
Informal discussion (with friends)	Can exchange likes and dislikes for sports, foods, etc., using a limited repertoire of expressions, when addressed clearly, slowly and directly.	10, 16
Spoken fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	10, 16
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	12, 13, 15
Creative writing	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.	17

### Ancient history (pages 102–103)

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, 12
Informal discussion (with friends)	Can exchange likes and dislikes for sports, foods, etc., using a limited repertoire of expressions, when addressed clearly, slowly and directly.	1
Spoken fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	1
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	2, 3, 4, 16
Identifying cues and inferring (spoken and written)	Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	2, 3
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, 10, 11, 12
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, 11
Reading as a leisure activity	Can understand short, illustrated narratives about everyday activities that are written in simple words.	5, 11
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	6, 7
Coherence and cohesion	Can link words or groups of words with very basic linear connectors like 'and' or 'then'.	6, 7
Overall written production	Can give information in writing about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words and basic expressions.	7
Overall written production	Can write simple isolated phrases and sentences.	7, 10
Overall listening comprehension	Can recognise concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.	8, 9
Understanding conversation between other speakers	Can understand some words and expressions when people are talking about him/herself, family, school, hobbies or surroundings, provided they are talking slowly and clearly.	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.	12, 13
Sustained monologue (describing experience)	Can describe simple aspects of his/her everyday life in a series of simple sentences, using simple words and basic phrases, provided he/she can prepare in advance.	13
Phonological control	Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	14, 15, 16

## Unit 12 Thank you and goodbye

### Words for Unit 12 (pages 104–105)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1, 2, 3
Phonological control	Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	2
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned.	3

### I'll do it for you (pages 106–107)

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, 2, 9, 15, 17
Informal discussion (with friends)	Can exchange likes and dislikes for sports, foods, etc., using a limited repertoire of expressions, when addressed clearly, slowly and directly.	1
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, 7, 8, 9
Coherence and cohesion	Can link words or groups of words with very basic linear connectors like 'and' or 'then'.	6, 7, 8, 9
Understanding an interlocutor	Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker. Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions	9, 15, 17
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	10, 11, 16
Identifying cues and inferring (spoken and written)	Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	11
Phonological control	Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	12, 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.	14
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned.	15
Spoken fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	17
Overall written production	Can give information in writing about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words and basic expressions. Can write simple isolated phrases and sentences.	18
Creative writing	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.	18

### What a lovely gift! (pages 108–109)

COMPONENT	DESCRIPTOR	EXERCISE
Sustained monologue (describing experience)	Can describe simple aspects of his/her everyday life in a series of simple sentences, using simple words and basic phrases, provided he/she can prepare in advance.	1, 12

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, 2, 5, 9, 10
Understanding an interlocutor	Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker. Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions	1
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	1, 11
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.	2
Informal discussion (with friends)	Can exchange likes and dislikes for sports, foods, etc., using a limited repertoire of expressions, when addressed clearly, slowly and directly.	2, 5, 10, 12
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
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.	3
Reading as a leisure activity	Can understand short, illustrated narratives about everyday activities that are written in simple words. Can understand in outline short texts in illustrated stories, provided that the images help him/her to guess a lot of the content.	3
Identifying cues and inferring (spoken and written)	Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	4
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	6, 7, 8
Spoken fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	10
Overall written production	Can give information in writing about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words and basic expressions. Can write simple isolated phrases and sentences.	11
Creative writing	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do. Can use simple words and phrases to describe certain everyday objects (e.g. the colour of a car, whether it is big or small).	11

### Saying goodbye is hard to do (pages 110–111)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	1, 4, 6, 13, 14
Informal discussion (with friends)	Can exchange likes and dislikes for sports, foods, etc., using a limited repertoire of expressions, when addressed clearly, slowly and directly.	1, 4
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	2, 3, 4
Identifying cues and inferring (spoken and written)	Can deduce the meaning of an unknown word for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.	3
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	5, 6, 7, 8
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned.	9
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.	10



Overall listening comprehension	Can recognise concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.	11, 12
Understanding conversation between other speakers	Can understand some words and expressions when people are talking about him/herself, family, school, hobbies or surroundings, provided they are talking slowly and clearly.	11, 12
Conversation	Can make an introduction and use basic greeting and leave-taking expressions. 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.	13, 14
Spoken fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	13, 14
Phonological control	Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	15, 16
Overall written production	Can write simple isolated phrases and sentences.	17, 18

### Video 6 (page 112)

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
Watching TV, film and video	Can recognise familiar words and phrases and identify the topics in headline news summaries and many of the products in advertisements, by exploiting visual information and general knowledge.	2, 3, 4
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. Can recognise concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.	2
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	5
Overall spoken interaction	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	6
Informal discussion (with friends)	Can exchange likes and dislikes for sports, foods, etc., using a limited repertoire of expressions, when addressed clearly, slowly and directly.	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. Can indicate time by such phrases as next week, last Friday, in November, three o'clock.	6
Spoken fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	6

### Review 6 (page 113)

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, 5
Overall written production	Can write simple isolated phrases and sentences.	3, 4
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	6, 7, 8, 9