

# OUTCOMES

and the Common European  
Framework of Reference

PRE-INTERMEDIATE  
A2-B1



# Introduction

## What is the Common European Framework of Reference?

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

## What are the aims of the CEFR?

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

1. To ensure that all sections of their populations have access to effective means of acquiring a knowledge of the languages of other member states [ . . . ] as well as the skills in the use of those languages that will enable them to satisfy their communicative needs [ . . . ]
  - 1.1 to deal with the business of everyday life in another country, and to help foreigners staying in their own country to do so;
  - 1.2 to exchange information and ideas with young people and adults who speak a different language and to communicate their thoughts and feelings to them;
  - 1.3 to achieve a wider and deeper understanding of the way of life and forms of thought of other peoples and of their cultural heritage.
2. To promote, encourage and support the efforts of teachers and learners at all levels to apply in their own situation the principles of the construction of language-learning systems [ . . . ]
  - 2.1 by basing language teaching and learning on the needs, motivations, characteristics and resources of learners;
  - 2.2 by defining worthwhile and realistic objectives as explicitly as possible;
  - 2.3 by developing appropriate methods and materials.

Working from these principles the CEFR encourages us to think about the 'domains' in which we use language – social, public, occupational and educational. It then suggests we consider specific situations within these domains: the people we might need to interact with, the objects we may use, the things we may read or listen to and the things we may need to do with language. It then tries to describe not only what a language user 'can do', but also what they are able to do in the language, both generally and in specific skills, domains and situations such as 'Informal discussion (with friends) or 'Formal discussion and meetings. The CEFR also encourages and comments on areas such as intercultural awareness, self-directed learning, paralinguistics (gesture, mime, etc.), mediating (i.e. interpreting and translation), which have perhaps been less common features of ELT materials.

## How are the levels of the CEFR organised?

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

the global levels, described as A2+, B2+, etc. The main levels are summarised below:

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

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

## CEFR levels, coursebooks and Outcomes

It is important to realize that the CEFR is not a syllabus and does not provide scales for every possible language situations for students. For example, a student's needs and motivation may lead them to the task of talking about football (not exemplified in the CEFR!). However, we can construct a scale based on the global and specific scales in the CEFR and say that an A1 student 'can exchange basic opinions on matches, players and teams', but a C2 student 'can describe matches and incidents in detail, using a range of language including colloquial expressions and jargon'. As a teacher or materials writer we can then think of the language students will need to achieve these levels and how we might present and practise it. Furthermore, the can-do statements describe achievement and current ability, *not* the student's future level, the language required to reach that level, or the time it will take. No coursebook can guarantee a level a student will attain and it is for *you* to judge whether the language presented will help students achieve their objectives.

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

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

book or the student is in the wrong class for them. That is for you to assess.

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

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

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

### *The CEFR and you!*

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

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

## Communicative activities

### Reception (spoken)

Overall listening comprehension: Can understand straightforward factual information about common every day or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. [A2]	p10–11, Listening ex3, 4, 5
Understanding interaction between native speakers: Can generally identify the topic of discussion around her that is conducted slowly and clearly. [A2]	p16-17, Listening ex4; p20, Listening ex2, 4; p26-27, Listening ex4, 5;
Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.	p36-37, Listening ex8, 9; p44-45, Listening ex4, 5; p48-95, Listening ex3, 4; p52, Listening p1, 2; p62, Listening ex2, 4; p66, Listening ex2; p66, Listening ex4, 5, 6, 7; p70, Listening ex4, 5; p72-72, Listening ex3, 5; p81, Listening p6, 7; p84-85, Listening ex4, 5; p87, Listening ex5, 6; p90-91, Listening p6, 7; p98-99, Listening ex4, 5; p106, Listening ex3; p110, Listening p4; p116, Listening ex3, 4; p121, Listening ex4, 5; p124, Listening ex1, 2; p128, Listening ex2, 4; p134, Listening ex3, 4; p138, Listening ex2, 3; p142-143, Listening ex5, 6
Listening to radio audio and recordings: Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. [A2]	p30-31, Listening ex4, 5, 6
Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.	p46, Listening ex5; p54-55, Listening ex2, 3, 4; p102, Listening ex3, 5; p137, Listening ex 4; p137, Vocabulary ex11; p137, Pronunciation ex10; p146, Listening ex2, 3

### Reception (written)

Overall reading comprehension: Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. [A2]	p31, Grammar ex9, 10; p151-151, Writing ex5; p152, Writing ex2; p154, Writing ex2; p155, Key Words for Writing ex5
Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	p156, Writing ex4; p158, Writing ex2; p164, Writing ex3, 4
Reading for orientation: Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables. [A2]	p12, Reading ex3, 4, 5; p19, Reading ex4, 5, 6; p28-29, Reading ex2, 3, 4;
Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	p36-37, Listening ex5, 6; p46-47, Reading ex1,4; p56, Reading ex1, 2, 3, 4; p62-63, Developing Conversations ex6; p64-65, Reading ex3, 4, 5, 6; p74-75, Reading ex2, 3, 4, 5

Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	p92, Reading ex3, 4; p100, Reading ex5, 6, 7;
Reading for information and argument: Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. [A2]	p19, Reading ex4, 5, 6
Can recognise significant points in straightforward newspaper articles on familiar subjects.	p38, Reading ex2, 3; p46-47, Reading ex12, 13; p82, Reading ex1, 2, 3; p108, Reading ex1, 2, 3, 4; p118, Reading ex2, 3, 4; p126, Reading ex5, 6, 7, 8; p136, Reading ex2, 3; p144, Reading ex3, 4, 5; p162-163, Writing ex6

## Interaction (spoken)

Overall spoken interaction: Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. [A2]	p9, Developing Conversations ex6, 7
Conversation: Can participate in short conversations in routine contexts on topics of interest. [A2]	p17, Developing Conversations ex11, 12; p17, Conversation Practice ex13; p19, Reading ex9, 10, 11; p29, Developing Conversations ex10; p81, Conversation Practice ex13, 14; p83, Vocabulary ex3; p85, Grammar ex10; p87, Developing Conversations ex8, 9, 12; p87, Conversation Practice ex14; p90, Vocabulary ex3, 4; p99, Developing Conversations ex6; p99, Conversation Practice ex10; p107, Developing Conversations ex7; p107, Conversation Practice ex12; p111, Vocabulary ex11
Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	p35, Grammar ex8; p35, Pronunciation ex11; p35, Developing Conversations ex12; p35, Conversation Practice ex13, 14; p37, Developing Conversations ex10, 11; p45, Developing Conversations ex7, 8; p45, Grammar ex13; p45, Conversation Practice ex14, 15; p46, Grammar ex10; p53, Developing Conversations ex12, 13; p53, Conversation Practice ex15; p62-63, Developing Conversations ex7, 8; p63, Conversation Practice ex12; p66, Developing Conversation ex5, 7; p66-67, Grammar ex9, 10; p67, Speaking ex12; p70, Developing Conversations ex8; p71, Grammar ex11; p71, Conversation Practice ex13; p73, Grammar ex11; p81, Grammar ex10; p81, Developing Conversations ex11, 12; p117, Conversation Practice ex10; p120, Vocabulary ex3; p121, Grammar ex10, 11; p124, Developing Conversations ex7; p125, Conversation Practice ex14; p135, Developing Conversations ex10; p135, Conversation Practice ex12, 13; p139, Speaking ex11; p142, Vocabulary ex2, 4; p143, Developing Conversations ex8, 9; p143, Conversation Practice ex11; p151, Practice ex10; p153, Practice ex11
Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	p35, Conversation Practice ex13, 14; p45, Conversation Practice ex14, 15
Informal discussion (with friends): Can make and respond to suggestions. [A2]	p7, Speaking ex1, 2; p8, Vocabulary ex3, 5; p9, Listening ex10; p9, Conversation Practice ex14; p10, Speaking ex2; p10-11, Listening ex6; p11, Understanding Vocabulary ex11, 12; p12, Vocabulary ex8, 9; p15, Speaking ex1, 2; p16, Vocabulary ex2, 3; p16-17, Listening ex5; p18, Speaking ex1; p19, Reading ex9, 10, 11; p20, Listening ex1, 3, 5; p21, Speaking ex12, 13; p22, Video 1 ex1, 5; p25, Speaking ex1, 2; p150, Speaking ex1

Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. [A2]	p7, Speaking ex1, 2; p8, Vocabulary ex3, 5; p9, Listening ex10; p9, Conversation Practice ex14; p10, Speaking ex2; p10-11, Listening ex6; p11, Understanding Vocabulary ex11, 12; p12, Speaking ex1, 2; p12, Reading ex4, 6; p12, Vocabulary ex8, 9; p15, Speaking ex1, 2; p16, Vocabulary ex2, 3; p16-17, Listening ex5; p18, Speaking ex1; p19, Reading ex9, 10, 11; p20, Listening ex1, 3, 5; p21, Grammar ex10, 11; p21, speaking ex12, 13; p22, Video 1 ex1, 5; p26, Vocabulary ex3; p26-27, Listening ex6; p31, Speaking ex7; p31, Grammar ex11
Can agree and disagree with others. [A2]	p9, Conversation Practice ex14; p10, Speaking ex2; p10-11, Listening ex6; p11, Understanding Vocabulary ex11, 12; p12, Speaking ex1, 2; p12, Reading ex4, 6; p12, Vocabulary ex8, 9; p15, Speaking ex1, 2; p16, Vocabulary ex2, 3; p16-17, Listening ex5; p18, Speaking ex1; p19, Reading ex9, 10, 11; p20, Listening ex1, 3, 5; p21, speaking ex12, 13; p22, Video 1 ex1, 5; p25, Speaking ex1, 2; p26, Vocabulary ex3; p26-27, Listening ex6; p31, Speaking ex7; p31, Grammar ex11
Can give or seek personal views and opinions in discussing topics of interest.	p33, Speaking ex1, 2; p36, Speaking ex1; p36, Vocabulary ex4; p36-37, Listening ex7; p38, Reading ex1; p38, Speaking ex1; p40, Video 2 ex1, 5, 6; p43, Speaking ex1, 2; p44 Vocabulary ex2, 3; p44-45, Listening ex6; p46, Vocabulary ex3; p46, Listening ex4, 6; p46, Grammar ex7; p46-47, Reading ex11, 12; p47, Speaking ex13; p48-49, Listening ex2, 4, 5, 6; p49, Understanding Vocabulary ex10; p51, Speaking ex1, 2, 3; p52, Listening ex3; p52, Vocabulary ex7; p54, Speaking ex1; p54-55, Listening ex5; p55, Grammar ex7, 8, 9; p55, Vocabulary ex11; p55, Speaking ex14; p56, Reading ex1, 2, 5; p56, Understanding Vocabulary ex8; p58, Video 3 ex1, 3, 6; p61, Speaking ex1, 2; p62, Listening ex1, 3, 5; p63, Vocabulary ex9, 10; p64, Vocabulary ex1, 2; p64-65, Reading ex3, 4, 5, 6; p65, Grammar ex11; p66, Listening ex1, 3; p69, Speaking ex1, 2; p70, Vocabulary ex3; p70, Listening ex5, 6, 7; p72, Speaking ex1; p72-73, Listening ex4, 6; p73, Speaking ex7; p74, Speaking ex1; p64-65, Reading ex3, 6; p75, Vocabulary ex9; p76, Video 4 ex1, 3, 4, 6; p79 Speaking ex1, 2; p80, Vocabulary ex2, 3, 4, 5; p82, reading ex1, 5; p84-85 Listening ex6; p87, Speaking ex1, 2; p87, Vocabulary ex3, 4; p87, Listening ex6, 7; p90, Speaking ex1; p90-91, Listening ex5, 8, 9; p91, Grammar ex12, 13; p92, Speaking ex1, 2; p94, Video 5 ex1, 3, 4; p97, Speaking ex1; p98, Vocabulary ex1, 3; p98-99, Listening ex5; p100, Vocabulary ex3, 4; p100, Reading ex6, 7, 8; p102, Speaking ex1; p102, Listening ex2, 4, 6; p103, Grammar ex9; p105, Speaking ex1, 2; p106, Vocabulary ex2; p108, Reading ex1, 2; p110, Speaking ex1; p110, Listening ex4; p112, Video 6 ex1, 5; p115, speaking ex1, 2; p116, Vocabulary ex1, 2; p116-117, Developing Conversations ex6, 7; p118, Speaking ex1; p118, Reading ex2, 4, 5; p121, Listening ex6; p123, Speaking ex1, 2, 3; p124, Vocabulary ex5; p125, Grammar ex8, 12; p126, Vocabulary ex2, 3; p126, Reading ex4, 6, 7, 8; p128, Speaking ex1; p128, Listening ex5; p128-129, Understanding Vocabulary ex7; p130, Video 7 ex1, 5; p133, Speaking ex1; p134, Vocabulary ex1, 2; p134, Listening ex5; p135, Grammar ex8; p135, Developing Conversations ex11; p136, Reading ex1, 3; p137, Listening ex5; p137, Speaking ex12; p138, Listening ex1, 4; p139, Vocabulary ex10; p141, Speaking ex1, 2; p142-143, Listening ex7; p144, Vocabulary ex2; p144, Reading ex3; p144, Speaking ex9; p146, Speaking ex1; p146, Listening ex4; p148, Video 8 ex1, 5; p150, Vocabulary ex3; p150-151 Writing ex4; p151, Key Words for Writing ex7; p152, Speaking ex1; p153, Vocabulary ex9; p154, Speaking ex1; p155, Practice ex10; p156, Speaking ex1; p156, Writing ex5; p157, Practice ex11; p158, Writing ex1; p158, Speaking ex3; p159, Key Words for Writing ex7; p160, Speaking ex1; p162, Speaking ex1; p162, Vocabulary ex4; p162-163, Writing ex6, 8; p164, Speaking ex1, 2; p164, Writing ex5; p165, Vocabulary ex6, 7
Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e.g. an outing).	p38, Grammar ex6; p45, Grammar ex11; p45, Conversation Practice ex14, 15; p91, Grammar ex12, 13; p92, Speaking ex1, 2; p105, Speaking ex1, 2; p129, Speaking ex9; p55, Speaking ex14; p73, Speaking ex7; p74, Speaking ex1; p87, Vocabulary ex3, 4; p156, Speaking ex1

Can express his/her thoughts about abstract or cultural topics such as music, films. Can explain why something is a problem.	p44-45, Listening ex6; p46, Listening ex4, 6; p47, Speaking ex13; p54, Speaking ex1; p54-55, Listening ex5; p55, Speaking ex14; p73, Speaking ex7; p74, Speaking ex1; p87, Vocabulary ex3, 4; p156, Speaking ex1
Can give brief comments on the views of others.	p46, Listening ex4, 6; p47, Speaking ex13
Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc.	p123, Speaking ex1, 2, 3; p133, Speaking ex2
Can generally follow the main points of an extended discussion around him/ her, provided speech is clearly articulated in standard dialect.	p61, Speaking ex1, 2; p62, Listening ex1, 3, 5; p64-65, Reading ex3, 4, 5, 6; p66, Listening ex1, 3; p69, Speaking ex1, 2; p70, Listening ex5, 6, 7; p72-73, Listening ex4, 6; p74-75, Reading ex3, 6; p79, Speaking ex1, 2; p87, Speaking ex1, 2
Goal-oriented co-operation Can discuss what to do next, making and responding to suggestions, asking for and giving directions. [A2]	p27, Developing Conversations ex7, 8, 9; p27, Conversation Practice ex11
Transactions to obtain goods & services Can deal with common aspects of everyday living such as travel, lodgings, eating and shopping. [A2]	p37, Speaking ex12, 13
Can order a meal. [A2]	p37, Speaking ex12, 13
Information exchange Can deal with practical everyday demands: finding out and passing on straightforward factual information.	p9, Grammar ex13; p11, Grammar ex8, 9; p17, Grammar ex9; p28-29, Reading ex5
Can ask for and give directions referring to a map or plan.	p27, Developing Conversations ex7, 8, 9; p27, Conversation Practice ex11



## Interaction (written)

Overall written interaction: Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision.	p165, Key Words for Writing ex8, 9
Correspondence: Can write personal letters describing experiences, feelings and events in some detail.	p153, Practice ex12; p159, Practice ex9
Notes, messages and forms: Can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important.	p161, Practice ex8
Can write short, simple notes and messages relating to matters in areas of immediate need.	p87, Developing Conversations ex10, 12; p106, Listening ex3

## Production (spoken)

Sustained monologue (describing experience): Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his environment e.g. people, places, a job or study experience. [A2]	p9, Conversation Practice ex14; p17, Grammar ex10; p18, Vocabulary ex3; p19, Speaking ex12; p20, Listening ex5; p26-27, Listening ex6; p29, Grammar ex9; p30, Vocabulary ex3; p31, Speaking ex8
Can describe plans and arrangements, habits and routines, past activities and personal experiences. [A2]	p31, Speaking ex8; p26-27, Listening ex6; p29, Grammar ex9; p30, Vocabulary ex3; p31, Speaking ex8
Can give straightforward descriptions on a variety of familiar subjects within his field of interest.	p118, Grammar ex10
Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions.	p128, Listening ex3; p146-147, Grammar ex8; p147, Speaking ex10
Can describe events, real or imagined.	p34, Vocabulary ex2; p51, Speaking ex1, 2, 3; p85, Speaking ex12; p90, Speaking ex1; p92, Grammar ex8; p97, Speaking ex2; p100-101, Grammar ex11, 12; p101, Speaking ex14; p108, Speaking ex8, 9; p110-111, Grammar ex8
Can narrate a story.	p34, Vocabulary ex2; p51, Speaking ex1, 2, 3; p85, Speaking ex12; p90, Speaking ex1; p92, Grammar ex8; p97, Speaking ex2; p100-101, Grammar ex11, 12; p101, Speaking ex14; p108, Speaking ex8, 9; p110-111, Grammar ex8

## Production (written)

Overall written production: Can write a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because". [A2]	p19, Speaking ex12; p20-21, Developing Conversations ex6, 7
Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence.	p73, Grammar ex10; p81, Grammar ex8, 9; p157, Key Words for Writing ex8, 9; p157, Practice ex12; p159, Key Words for Writing ex5, 6, 7; p161, Key Words for Writing ex6; p163, Key Words for Writing ex9, 10; p165, Key Words for Writing ex9



Creative writing: Can write about everyday aspects of his environment e.g. people, places, a job or study experience in linked sentences. [A2]	p155, Practice ex9; p157, Practice ex12
Can write very short, basic descriptions of events, past activities and personal experiences. [A2]	p107, Grammar ex10; p155, Practice ex9
Can write accounts of experiences, describing feelings and reactions in simple connected text.	p163, Practice ex12
Can write a description of an event, a recent trip - real or imagined.	p103, Grammar ex10
Can narrate a story.	p103, Grammar ex10

## Communication strategies

### Reception

Identifying cues and inferring: Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. [A2]	p8, Vocabulary ex1; p10, Speaking ex1; p16, Vocabulary ex1, 2; p18, Vocabulary ex2; p26, Vocabulary ex1, 2; p30, Vocabulary ex1, 2
Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	P36, Vocabulary ex2; p49, Understanding Vocabulary ex10; p52, Vocabulary ex4, 5, 6; p72, Vocabulary ex2; p75, Vocabulary ex7, 8; p80, Vocabulary ex1, 4, 5; p82, reading ex1, 4; p82, Understanding Vocabulary ex6, 8; p83, Vocabulary ex1, 2

### Interaction

Planning: Can recall and rehearse an appropriate set of phrases from his repertoire. [A2]	p53, Conversation Practice ex14; p62-63, Developing Conversations ex8; p63, Conversation Practice ex11; p65, Grammar ex10; p71, Conversation Practice ex12; p85, Speaking ex11; p87, Conversation Practice ex13; p99, Conversation Practice ex9; p107, Conversation Practice ex11; p110-111, Grammar ex8; p111, Vocabulary ex10; p118, Grammar ex10; p121, Listening ex6
Can work out how to communicate the main points he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	p63, Conversation Practice ex11; p65, Grammar ex10; p71, Conversation Practice ex12; p85, Speaking ex11; p87, Conversation Practice ex13; p99, Conversation Practice ex9; p107, Conversation Practice ex11; p110-111, Grammar ex8; p111, Vocabulary ex10; p117, Conversation Practice ex10; p118, Grammar ex10; p121, Listening ex6; p125, Conversation Practice ex13; p139, Speaking ex11; p143, Conversation Practice ex10; p147, Speaking ex9; p148, Video 8 ex5; p151, Practice ex9, 11; p153, Practice ex10; p157, Practice ex10; p159, Practice ex8; p161, Practice ex7; p163, Practice ex11; p165, Practice ex10

### Working with text

Note-taking (lectures, seminars, etc): Can take notes as a list of key points during a straightforward lecture, provided the topic is familiar, and the talk is both formulated in simple language and delivered in clearly articulated standard speech.	p70, Listening ex5, 6; p146, Listening ex2
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## Communicative language competence

### Linguistic – range

<p>Vocabulary range:</p> <p>Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. [A2]</p>	<p>p8, Vocabulary ex4, 5; p11, Understanding Vocabulary ex10; p12, Sounds and Vocabulary Review ex11, 12; p21, Sounds and Vocabulary Review ex15, 16; p22, Video 1 ex4; p26, Vocabulary ex1, 2; p28, Vocabulary ex1; p31, Sounds and Vocabulary Review ex14</p>
<p>Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.</p>	<p>p34, Vocabulary ex1; p36 Vocabulary ex3, 4; p38, Vocabulary ex4; p38, Sounds and Vocabulary Review ex9, 10; p40, Video 2 ex5; p44, Vocabulary ex1, 2; p46, Vocabulary ex1, 2; p48-49, Listening ex1, 5; p49, Understanding Vocabulary ex7, 9; p49, Sounds and Vocabulary Review ex13; p52, Listening ex2, 3; p52 Vocabulary ex6, 7; p55, Vocabulary ex10; p56, Understanding Vocabulary ex6, 7, 8; p56, Sounds and Vocabulary Review ex11; p58, Video 3 ex5; p63, Vocabulary ex9, 10; p64, Vocabulary ex1, 2; p67, Vocabulary ex11; p67, Sounds and Vocabulary Review ex14, 15; p70, Vocabulary ex1, 3; p72, Vocabulary ex2; p75, Vocabulary ex7, 8; p75, Sounds and Vocabulary Review ex11, 12; p76, Video 4 ex3, 4; p80, Vocabulary ex3, 4, 5; p81, Listening ex7; p81, Developing Conversations ex11, 12; p82, Understanding Vocabulary ex6, 8; p83, Vocabulary ex1, 2; p85, Sounds and Vocabulary Review ex12, 13; p87, Vocabulary ex1, 2; p90, Vocabulary ex2; p92, Sounds and Vocabulary Review ex11; p94, Video 5 ex3, 4; p98, Vocabulary ex1, 3; p100, Vocabulary ex1, 2; p103, Sounds and Vocabulary Review ex11, 12, 13; p106, Vocabulary ex1; p107, Developing Conversations ex6; p108, Reading ex3; p108, Understanding Vocabulary ex5, 6, 7; p111, Vocabulary ex9; p111, Sounds and Vocabulary Review ex13, 14; p112, Video 6 ex4; p116, Vocabulary ex1, 2; p117, Understanding Vocabulary ex8, 9; p118, Reading ex3; p118, Grammar ex11; p120, Vocabulary ex1, 2, 3; p121, Sounds and Vocabulary review ex13, 14; p124, Vocabulary ex3, 4; p124, Developing Conversations ex6; p125, Grammar ex8, 9; p126, Vocabulary ex1; p128-129, Understanding Vocabulary ex6, 8; p129, Sounds and Vocabulary Review ex11, 12; p130, Video 7 ex4; p134, Vocabulary ex 1; p135, Developing Conversations ex9; p137, Vocabulary ex6, 7, 8; p139, Vocabulary ex8, 9; p139, Sounds and Vocabulary Review ex13, 14; p142, Vocabulary ex1, 3; p142-143, Listening ex6; p144, Vocabulary ex1; p147, Sounds and Vocabulary Review ex12, 13; p148, Video 8 ex1, 2; p150, Vocabulary ex2; p150-151 Writing ex6; p153, Vocabulary ex7, 8; p155, Vocabulary ex6, 7; p156, Vocabulary ex2, 3; p158, Vocabulary ex4; p160, Writing ex2; p162, Vocabulary ex2, 3; p162-163, Writing ex5, 7; p164, Writing ex4; p165, Vocabulary ex6</p>

### Linguistic – control

<p>Grammatical accuracy:</p> <p>Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. [A2]</p>	<p>p9, Grammar ex11, 12; p11, Grammar ex7; p17, Grammar ex6, 8; p21, Grammar ex8, 9; p29, Grammar ex6, 7; p31, Grammar ex9, 10</p>
<p>Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.</p>	<p>p35, Grammar ex6, 7, 9; p38, Grammar ex5; p45, Grammar ex9, 10, 12; p46, Grammar ex7, 8; p52-53, Grammar ex8, 9; p55, Grammar ex6, 8, 9; p65, Grammar ex7, 8; p66-67, Grammar ex8, 9; p71, Grammar ex9, 10, 11; p73, Grammar ex8, 9, 10; p81, Grammar ex8, 9, 10; p85, Grammar ex7, 8, 9; p91, Grammar ex10, 11, 12; p92, Grammar ex5, 6; p100-101, Grammar ex9, 10, 11, 12; p103, Grammar ex7, 8; p107, Grammar ex8, 9; p110-111, Grammar ex6, 7; p116-117, Grammar ex5, 6; p118, Grammar ex6, 7, 8; p121, Grammar ex7, 8; p125, Grammar ex10, 11; p127, Grammar ex9, 11, 12; p135, Grammar ex6, 7; p138, Grammar ex5, 6, 7;</p>

	p144, Grammar ex6, 7, 8; p146-147, Grammar ex5, 6, 7; p152, Key Words for Writing ex 3,4; p152-153, Grammar ex5, 6; p155, Key Words for Writing ex3, 4; p155, Grammar ex8; p157, Grammar ex6, 7; p161, Grammar ex3, 4, 5; p165, Key Words for Writing ex8, 9
Vocabulary control: Can control a narrow repertoire dealing with concrete everyday needs. [A2]	p12, Vocabulary ex7; p16, Vocabulary ex1, 2
Phonological control: Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. [A2]	p8, Pronunciation ex2; p12, Sounds and Vocabulary Review ex10; p17, Pronunciation ex7; p19, Pronunciation ex7, 8; p21, Sounds and Vocabulary Review ex14; p22, Understanding Fast speech ex6, 7; p29, Pronunciation ex8; p31, Sounds and Vocabulary Review ex12, 13
Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	p35, Pronunciation ex10; p38, Sounds and Vocabulary Review ex8; p40, Understanding Fast Speech ex7, 8; p46, Pronunciation ex9; p49, Sounds and Vocabulary Review ex11, 12; p53, Pronunciation ex10, 11; p55, Pronunciation ex12, 13; p56, Sounds and Vocabulary Review ex9, 10; p58, Understanding Fast Speech ex7, 8; p65, Pronunciation ex9; p67, Sounds and Vocabulary Review ex13; p70, Pronunciation ex2; p75, Sounds and Vocabulary Review ex10; p76, Understanding Fast Speech ex7, 8; p82, Pronunciation ex7; p85, Sounds and Vocabulary Review ex13; p87, Pronunciation ex11; p92, Sounds and Vocabulary Review ex9, 10; p94, Understanding Fast Speech ex7, 8; p99, Pronunciation ex7, 8; p103, Sounds and Vocabulary Review ex11; p107, Pronunciation ex4, 5; p111, Sounds and Vocabulary Review ex12; p112, Understanding Fast Speech ex6, 7; p121, Pronunciation ex9; p121, Sounds and Vocabulary Review ex12; p127, Pronunciation ex10; p129, Sounds and Vocabulary Review ex10; p130, Understanding Fast Speech ex6, 7; p9, Pronunciation ex9; p139, Sounds and Vocabulary Review ex12; p147, Sounds and Vocabulary Review ex11; p148, Understanding Fast Speech ex6, 7

## Sociolinguistic

Sociolinguistic appropriateness: Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. [A2]	p99, Developing Conversations ex6; p99, Conversation Practice ex10;
Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, invitations, apologies etc.	P67, speaking ex12;



# Outcomes Pre-Intermediate CEFR mapping

## Framework level: A2 – B1

### Unit 1 Jobs Speaking (page 7)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends) [A2]	Can make and respond to suggestions. Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly.	1, 2

### What do you do? Vocabulary (page 8)

COMPONENT	DESCRIPTOR	EXERCISE
Identifying cues and inferring [A2]	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.	1
Informal discussion (with friends) [A2]	Can make and respond to suggestions. Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly.	3, 5
Vocabulary range [A2]	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	4, 5

### Pronunciation (page 8)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control [A2]	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	2

### Developing Conversations (page 9)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction [A2]	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	6, 7

### Listening (page 9)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers [A2]	Can generally identify the topic of discussion around her that is conducted slowly and clearly.	8, 9
Informal discussion (with friends) [A2]	Can make and respond to suggestions. Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly.	10

## Grammar (page 9)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy [A2]	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	11, 12
Information exchange [A2]	Can deal with practical everyday demands: finding out and passing on straightforward factual information.	13

## Conversation Practice (page 9)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends) [A2]	Can make and respond to suggestions. Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. Can agree and disagree with others.	14
Sustained monologue: Describing experience [A2]	Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his environment e.g. people, places, a job or study experience.	

## Time management

### Speaking (page 10)

COMPONENT	DESCRIPTOR	EXERCISE
Identifying cues and inferring [A2]	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context..	1
Informal discussion (with friends) [A2]	Can make and respond to suggestions. Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. Can agree and disagree with others.	2 A

### Listening (pages 10–11)

COMPONENT	DESCRIPTOR	EXERCISE
Overall listening comprehension [A2]	Can understand straightforward factual information about common every day or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	3, 4, 5
Informal discussion (with friends) [A2]	Can make and respond to suggestions. Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. Can agree and disagree with others.	6

### Grammar (page 11)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy [A2]	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	7
Information exchange [A2]	Can deal with practical everyday demands: finding out and passing on straightforward factual information.	8, 9

### Understanding Vocabulary (page 11)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range [A2]	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	10
Informal discussion (with friends) [A2]	Can make and respond to suggestions. Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. Can agree and disagree with others.	11, 12



## All work, no pay

### Speaking (page 12)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends) [A2]	Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. Can agree and disagree with others.	1, 2

### Reading (page 12)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for orientation [A2]	Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.	3, 4, 5
Informal discussion (with friends) [A2]	Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. Can agree and disagree with others.	4, 6

### Vocabulary (page 12)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary control [A2]	Can control a narrow repertoire dealing with concrete everyday needs.	7
Informal discussion (with friends) [A2]	Can make and respond to suggestions. Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly.	8, 9

### Sounds and Vocabulary Review (page 12)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control [A2]	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	10
Vocabulary range [A2]	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	11, 12

## Unit 2 Shops

### Speaking (page 15)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends) [A2]	Can make and respond to suggestions. Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly.	1, 2

## Where did you get it?

### Vocabulary (page 16)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary control [A2]	Can control a narrow repertoire dealing with concrete everyday needs.	1, 2
Identifying cues and inferring [A2]	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.	
Informal discussion (with friends) [A2]	Can make and respond to suggestions. Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly.	2, 3

## Listening (pages 16-17)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers [A2]	Can generally identify the topic of discussion around her that is conducted slowly and clearly.	4
Informal discussion (with friends) [A2]	Can make and respond to suggestions. Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly.	5

## Grammar (page 17)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy [A2]	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	6, 8
Information exchange [A2]	Can deal with practical everyday demands: finding out and passing on straightforward factual information.	9
Sustained monologue: Describing experience [A2]	Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his environment e.g. people, places, a job or study experience.	10

## Pronunciation (page 17)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control [A2]	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	7

## Developing Conversations (page 17)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation [A2]	Can participate in short conversations in routine contexts on topics of interest.	11, 12

## Conversation Practice (page 17)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation [A2]	Can maintain a conversation or discussion but may sometimes be difficult to follow.	13

## I bought it online

### Speaking (page 18)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends) [A2]	Can make and respond to suggestions. Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly.	1

## Vocabulary (page 18)

COMPONENT	DESCRIPTOR	EXERCISE
Identifying cues and inferring [A2]	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.	2
Sustained monologue: Describing experience [A2]	Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his environment e.g. people, places, a job or study experience.	3

## Reading (page 19)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for information and argument [A2]	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.	4, 5, 6
Informal discussion (with friends) [A2]	Can make and respond to suggestions. Can discuss everyday practical issues in a simple way when addressed clearly,	9, 10, 11
Conversation [A2]	Can participate in short conversations in routine contexts on topics of interest.	

## Pronunciation (page 19)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control [A2]	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	7, 8



## Speaking (page 19)

COMPONENT	DESCRIPTOR	EXERCISE
Sustained monologue: Describing experience [A2]	Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his environment e.g. people, places, a job or study experience.	12
Overall written production [A2]	Can write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.	

## Can I help you?

## Listening (page 20)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends) [A2]	Can make and respond to suggestions.  Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly.	1, 3, 5
Understanding interaction between native speakers [A2]	Can generally identify the topic of discussion around her that is conducted slowly and clearly.	2, 4
Sustained monologue: Describing experience [A2]	Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his environment e.g. people, places, a job or study experience.  Can describe plans and arrangements, habits and routines, past activities and personal experiences.	5

## Developing Conversations (pages 20-21)

COMPONENT	DESCRIPTOR	EXERCISE
Overall written production [A2]	Can write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.	6, 7

## Grammar (page 21)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy [A2]	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	8, 9
Informal discussion (with friends) [A2]	Can give or seek personal views and opinions in discussing topics of interest.	10, 11

## Speaking (page 21)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends) [A2]	Can make and respond to suggestions.  Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly.  Can agree and disagree with others.	12, 13

## Sounds and Vocabulary Review (page 21)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control [A2]	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	14
Vocabulary range [A2]	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	15, 16

## Video 1

### A Child's Garden of Gators (page 22)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends) [A2]	Can make and respond to suggestions. Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. Can agree and disagree with others.	1, 5
Watching TV and film [A2]	Can follow changes of topic of factual TV news items, and form an idea of the main content.	2, 3
Vocabulary range [A2]	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	4

## Understanding Fast Speech (page 22)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control [A2]	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	6, 7

## Unit 3 Getting there

### Speaking (page 25)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends) [A2]	Can make and respond to suggestions. Can agree and disagree with others.	1, 2

## Vocabulary (page 26)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range [A2]	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	1, 2
Identifying cues and inferring [A2]	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.	
Informal discussion (with friends) [A2]	Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly.	3

## Listening (pages 26-27)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers [A2]	Can generally identify the topic of discussion around her that is conducted slowly and clearly.	4, 5
Informal discussion (with friends) [A2]	Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly.	6
Sustained monologue: Describing experience [A2]	Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his environment e.g. people, places, a job or study experience. Can describe plans and arrangements, habits and routines, past activities and personal experiences.	

## Developing Conversations (page 27)

COMPONENT	DESCRIPTOR	EXERCISE
Information exchange [A2]	Can ask for and give directions referring to a map or plan.	7, 8, 9
Goal-oriented co-operation [A2]	Can discuss what to do next, making and responding to suggestions, asking for and giving directions.	
Notes, messages & forms [A2]	Can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her daily life	10

## Conversation Practice (page 27)

COMPONENT	DESCRIPTOR	EXERCISE
Information exchange [A2]	Can ask for and give directions referring to a map or plan.	11
Goal-oriented co-operation [A2]	Can discuss what to do next, making and responding to suggestions, asking for and giving directions.	

## I missed my flight

### Vocabulary (page 28)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range [A2]	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	1

## Reading (pages 28–29)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for orientation [A2]	Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.	2, 3, 4
Information exchange [A2]	Can deal with practical everyday demands: finding out and passing on straightforward factual information.	5



## Grammar (page 29)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy [A2]	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	6, 7
Sustained monologue: Describing experience [A2]	Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his environment e.g. people, places, a job or study experience.  Can describe plans and arrangements, habits and routines, past activities and personal experiences.	9

## Pronunciation (page 29)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control [A2]	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	8

## Developing Conversations (page 29)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation [A2]	Can participate in short conversations in routine contexts on topics of interest.	10

## Complete chaos Vocabulary (page 30)

COMPONENT	DESCRIPTOR	EXERCISE
Identifying cues and inferring [A2]	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.	1, 2
Sustained monologue: Describing experience [A2]	Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his environment e.g. people, places, a job or study experience.  Can describe plans and arrangements, habits and routines, past activities and personal experiences.	3

## Listening (pages 30-31)

COMPONENT	DESCRIPTOR	EXERCISE
Listening to radio & audio recordings [A2]	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.	4, 5, 6

## Speaking (page 31)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends) [A2]	Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly.	7
Sustained monologue: Describing experience [A2]	Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his environment e.g. people, places, a job or study experience. Can describe plans and arrangements, habits and routines, past activities and personal experiences.	8

## Grammar (page 31)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension [A2]	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	9, 10
Grammatical accuracy [A2]	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	
Informal discussion (with friends) [A2]	Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. Can agree and disagree with others.	11

## Sounds and Vocabulary Review (page 31)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control [A2]	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	12, 13
Vocabulary range [A2]	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	14

## Unit 4 Eat

### Speaking (page 33)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	1, 2

### Vocabulary (page 34)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	1
Sustained monologue: Describing experience	Can describe events, real or imagined. Can narrate a story.	2

### Grammar (page 35)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	6, 7, 9
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	8

### Pronunciation (page 35)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	10
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	11

### Developing Conversations (page 35)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	12

### Conversation Practice (page 35)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	13, 14

## What are you having?

### Speaking (page 36)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	1

## Vocabulary (page 36)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	3, 4
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	4
Identifying cues and inferring	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	2

## Listening (pages 36-37)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can generally follow the main points of an extended discussion around him/her, provided speech is clearly articulated in standard dialect.	8, 9
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	7
Reading for orientation	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	5, 6

## Developing Conversations (page 37)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	10, 11

## Speaking (page 37)

COMPONENT	DESCRIPTOR	EXERCISE
Transactions to obtain goods & services	Can deal with common aspects of everyday living such as travel, lodgings, eating and shopping.  Can order a meal.	12, 13

## Start the day

### Reading (page 38)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for information & argument	Can recognise significant points in straightforward newspaper articles on familiar subjects.	2, 3
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	4
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	1

## Grammar (page 38)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	5



Informal discussion (with friends)	Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e.g. an outing).	6
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## Speaking (page 38)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	1

## Sounds and Vocabulary Review (page 38)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	8
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel and current events.	9, 10

## Video 2

### Forbidden Fruit (page 40)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest. Can agree and disagree with others.	1, 5, 6
Watching TV and film	Can understand a large part of many TV programmes on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear.	2, 3
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel and current events.	5

## Understanding Fast Speech (page 40)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	7, 8

## Unit 5 Relax

### Speaking (page 43)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	1, 2

## Vocabulary (page 44)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	1, 2

Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	2, 3
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## Listening (pages 44-45)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can generally follow the main points of an extended discussion around him/ her, provided speech is clearly articulated in standard dialect.	4, 5
Informal discussion (with friends)	Can express his/her thoughts about abstract or cultural topics such as music, films. Can explain why something is a problem. Can give or seek personal views and opinions in discussing topics of interest.	6

## Developing Conversations (page 45)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	7, 8

## Grammar (page 45)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	9, 10, 12
Informal discussion (with friends)	Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e.g. an outing).	11
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	13

## Conversation Practice (page 45)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	14, 15
Informal discussion (with friends)	Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e.g. an outing).	

## The best game in the world

### Vocabulary (page 46)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	1, 2
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	3

## Listening (page 46)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can express his/her thoughts about abstract or cultural topics such as music, films. Can explain why something is a problem. Can give brief comments on the views of others. Can give or seek personal views and opinions in discussing topics of interest.	4, 6
Listening to radio audio & recordings	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.	5

## Grammar (page 46)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	7, 8
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	7
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	10

## Pronunciation (page 46)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	9

## Reading (pages 46-47)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for information & argument	Can recognise significant points in straightforward newspaper articles on familiar subjects.	12, 13
Reading for orientation	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	14
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	11, 13

## Speaking (page 47)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can express his/her thoughts about abstract or cultural topics such as music, films. Can explain why something is a problem. Can give brief comments on the views of others. Can give or seek personal views and opinions in discussing topics of interest.	13

## Take the stress out of life

### Speaking (page 48)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	1

## Listening (pages 48-49)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	2, 4, 5, 6
Understanding interaction between native speakers	Can generally follow the main points of an extended discussion around him/her, provided speech is clearly articulated in standard dialect.	3, 4
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	1, 5

## Understanding Vocabulary (page 49)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	7, 9
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	10
Identifying cues and inferring	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	8, 9

## Sounds and Vocabulary Review (page 49)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	11, 12
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel and current events.	13

## Unit 6 Family and friends

### Speaking (page 51)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	1, 2, 3
Sustained monologue: Describing experience	Can describe events, real or imagined. Can narrate a story.	

## Who's the guy in the middle?

### Listening (page 52)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	3
Understanding interaction between native speakers	Can generally follow the main points of an extended discussion around him/her, provided speech is clearly articulated in standard dialect.	1, 2



Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	2, 3
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## Vocabulary (page 52)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	6, 7
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	7
Identifying cues and inferring	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	4, 5, 6

## Grammar (pages 52-53)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	8, 9

## Pronunciation (page 53)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	10, 11

## Developing Conversations (page 53)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	12, 13

## Conversation Practice (page 53)

COMPONENT	DESCRIPTOR	EXERCISE
Planning	Can recall and rehearse an appropriate set of phrases from his repertoire. Can work out how to communicate the main points he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	14
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	15

## A family business

### Speaking (page 54)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can express his/her thoughts about abstract or cultural topics such as music, films. Can explain why something is a problem. Can give or seek personal views and opinions in discussing topics of interest.	1

## Listening (pages 54-55)

COMPONENT	DESCRIPTOR	EXERCISE
Listening to radio audio & recordings	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.	2, 3, 4
Informal discussion (with friends)	Can express his/her thoughts about abstract or cultural topics such as music, films. Can explain why something is a problem. Can give or seek personal views and opinions in discussing topics of interest.	5

## Grammar (page 55)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	6, 8, 9
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	7, 8, 9

## Vocabulary (page 55)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	10
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	11

## Pronunciation (page 55)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	12, 13

## Speaking (page 55)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest. Can express his/her thoughts about abstract or cultural topics such as music, films. Can explain why something is a problem.	14

## My social network

### Reading (page 56)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for orientation	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	1, 2, 3, 4
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	1, 2, 5

## Understanding Vocabulary (page 56)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	6, 7, 8
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	8

## Sounds and Vocabulary Review (page 56)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	9, 10
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel and current events.	11

## Video 3

### Womad (page 58)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest. Can agree and disagree with others.	1, 3, 6
Watching TV and film	Can understand a large part of many TV programmes on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear.	2, 4
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel and current events.	5

## Understanding Fast Speech (page 58)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	7, 8

## Unit 7 Your place

### Speaking (page 61)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.  Can give or seek personal views and opinions in discussing topics of interest.	1, 2

### Whereabouts exactly?

#### Listening (page 62)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can generally follow the main points of an extended discussion around him/her, provided speech is clearly articulated in standard dialect.	2, 4
Informal discussion (with friends)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.  Can give or seek personal views and opinions in discussing topics of interest.	1, 3, 5

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

COMPONENT	DESCRIPTOR	EXERCISE
Reading for orientation	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	6
Planning	Can recall and rehearse an appropriate set of phrases from his repertoire.	8
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	7, 8

#### Vocabulary (page 63)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	9, 10
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	

#### Conversation Practice (page 63)

COMPONENT	DESCRIPTOR	EXERCISE
Planning	Can recall and rehearse an appropriate set of phrases from his repertoire.  Can work out how to communicate the main points he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	11
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	12

## A big move

### Vocabulary (page 64)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	1, 2
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	

### Reading (pages 64-65)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for orientation	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	3, 4, 5, 6
Informal discussion (with friends)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.  Can give or seek personal views and opinions in discussing topics of interest.	

### Grammar (page 65)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	7, 8
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	11
Planning	Can recall and rehearse an appropriate set of phrases from his repertoire. Can work out how to communicate the main points he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	10

### Pronunciation (page 65)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	9

## Let me show you round

### Listening (page 66)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can generally follow the main points of an extended discussion around him/her, provided speech is clearly articulated in standard dialect.	2
Informal discussion (with friends)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.  Can give or seek personal views and opinions in discussing topics of interest.	1, 3



## Developing Conversations (page 66)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can generally follow the main points of an extended discussion around him/her, provided speech is clearly articulated in standard dialect.	4, 5, 6, 7
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	5, 7

## Grammar (pages 66-67)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	8, 9
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	9, 10

## Vocabulary (page 67)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel and current events.	11

## Speaking (page 67)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	12
Sociolinguistic appropriateness	Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, invitations, apologies etc.	

## Sounds and Vocabulary Review (page 67)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	13
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel and current events.	14, 15

## Unit 8 Education

### Speaking (page 69)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.  Can give or seek personal views and opinions in discussing topics of interest.	1, 2

### Vocabulary (page 70)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	1, 3
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	3

### Pronunciation (page 70)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	2

### Listening (page 70)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can generally follow the main points of an extended discussion around him/her, provided speech is clearly articulated in standard dialect.	4, 5
Informal discussion (with friends)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.  Can give or seek personal views and opinions in discussing topics of interest.	5, 6, 7
Note-taking (lectures, seminars, etc)	Can take notes as a list of key points during a straightforward lecture, provided the topic is familiar, and the talk is both formulated in simple language and delivered in clearly articulated standard speech.	5, 6

### Developing Conversations (page 70)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	8

### Grammar (page 71)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	9, 10, 11
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	11

## Conversation Practice (page 71)

COMPONENT	DESCRIPTOR	EXERCISE
Planning	Can recall and rehearse an appropriate set of phrases from his repertoire. Can work out how to communicate the main points he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	12
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	13

## A good system

### Speaking (page 72)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	1

## Vocabulary (page 72)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	2
Identifying cues and inferring	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	

## Listening (pages 72-73)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can generally follow the main points of an extended discussion around him/her, provided speech is clearly articulated in standard dialect.	3, 5
Informal discussion (with friends)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.  Can give or seek personal views and opinions in discussing topics of interest.	4, 6

## Speaking (page 73)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can express his/her thoughts about abstract or cultural topics such as music, films. Can explain why something is a problem.  Can give or seek personal views and opinions in discussing topics of interest.	7

## Grammar (page 73)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	8, 9, 10
Overall written production	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.	10
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	11

## He cheated!

### Speaking (page 74)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can express his/her thoughts about abstract or cultural topics such as music, films. Can explain why something is a problem.  Can give or seek personal views and opinions in discussing topics of interest.	1

### Reading (pages 74-75)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for orientation	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	2, 3, 4, 5
Informal discussion (with friends)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.  Can give or seek personal views and opinions in discussing topics of interest.	3, 6

### Vocabulary (page 75)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	7, 8
Identifying cues and inferring	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	9

### Sounds and Vocabulary Review (page 75)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	10
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel and current events.	11, 12

## Video 4

### Fainting goats! (page 76)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest. Can agree and disagree with others.	1, 3, 4, 6
Watching TV and film	Can understand a large part of many TV programmes on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear.	2, 4, 5
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel and current events.	3, 4

### Understanding Fast Speech (page 76)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	7, 8

## Unit 9 Mind and body

### Speaking (page 79)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.  Can give or seek personal views and opinions in discussing topics of interest.	1, 2

### Under the weather

#### Vocabulary (page 80)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	3, 4, 5
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	2, 3, 4, 5
Identifying cues and inferring	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	1, 4, 5

### Listening (page 81)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can generally follow the main points of an extended discussion around him/her, provided speech is clearly articulated in standard dialect.	6, 7
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	7



## Grammar (page 81)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	8, 9, 10
Overall written production	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.	8, 9
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	10

## Developing Conversations (page 81)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	11, 12
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	

## Conversation Practice (page 81)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can participate in short conversations in routine contexts on topics of interest.	13, 14

## The power of the mind

### Reading (page 82)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for information & argument	Can recognize significant points in straightforward newspaper articles on familiar subjects.	1, 2, 3
Identifying cues and inferring	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	1, 4
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	1, 5

## Understanding Vocabulary (page 82)

COMPONENT	DESCRIPTOR	EXERCISE
Identifying cues and inferring	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	6, 8
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	

## Pronunciation (page 82)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	7

## Don't worry. You'll be fine.

## Vocabulary (page 83)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	1, 2
Identifying cues and inferring	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	
Conversation	Can participate in short conversations in routine contexts on topics of interest.	3

## Listening (pages 84-85)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	6
Understanding interaction between native speakers	Can generally follow the main points of an extended discussion around him/her, provided speech is clearly articulated in standard dialect.	4, 5

## Grammar (page 85)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	7, 8, 9
Conversation	Can participate in short conversations in routine contexts on topics of interest.	10

## Speaking (page 85)

COMPONENT	DESCRIPTOR	EXERCISE
Planning	Can recall and rehearse an appropriate set of phrases from his repertoire. Can work out how to communicate the main points he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	11
Sustained monologue: Describing experience	Can describe events, real or imagined. Can narrate a story.	12

## Sounds and Vocabulary Review (page 85)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	13

Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel and current events.	12, 13
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## Unit 10 Places to stay

### Speaking (page 87)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.  Can give or seek personal views and opinions in discussing topics of interest.	1, 2

### Booking a room

#### Vocabulary (page 87)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	1, 2
Informal discussion (with friends)	Can express his/her thoughts about abstract or cultural topics such as music, films. Can explain why something is a problem.  Can give or seek personal views and opinions in discussing topics of interest.	3, 4

### Listening (page 87)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can generally follow the main points of an extended discussion around him/her, provided speech is clearly articulated in standard dialect.	5, 6
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	6, 7

### Developing Conversations (page 87)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can participate in short conversations in routine contexts on topics of interest.	8, 9, 12
Notes, messages & forms	Can write short, simple notes and messages relating to matters in areas of immediate need.	10, 12

### Pronunciation (page 87)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	11

## Conversation Practice (page 87)

COMPONENT	DESCRIPTOR	EXERCISE
Planning	Can recall and rehearse an appropriate set of phrases from his repertoire. Can work out how to communicate the main points he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	13
Conversation	Can participate in short conversations in routine contexts on topics of interest.	14

## We'll deal with it right away

### Speaking (page 90)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	1
Sustained monologue: Describing experience	Can describe events, real or imagined. Can narrate a story.	

### Vocabulary (page 90)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	2
Conversation	Can participate in short conversations in routine contexts on topics of interest.	3, 4

### Listening (pages 90-91)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can generally follow the main points of an extended discussion around him/her, provided speech is clearly articulated in standard dialect.	6, 7
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	5, 8, 9

### Grammar (page 91)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	10, 11, 12
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.  Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e.g. an outing).	12, 13

## Best holiday ever!

### Speaking (page 92)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest. Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e.g. an outing).	1, 2

### Reading (page 92)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for orientation	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	3, 4

### Grammar (page 92)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	5, 6
Sustained monologue: Describing experience	Can describe events, real or imagined. Can narrate a story.	8

### Sounds and Vocabulary Review (page 92)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	9, 10
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel and current events.	11

## Video 5

### The future of a village (page 94)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest. Can agree and disagree with others.	1, 3, 4
Watching TV and film	Can understand a large part of many TV programmes on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear.	2, 3
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel and current events.	3, 4

### Understanding Fast Speech (page 94)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	7, 8

## Unit 11 Science and nature

### Speaking (page 97)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	1
Sustained monologue: Describing experience	Can describe events, real or imagined. Can narrate a story.	2

### Did you see the news?

#### Vocabulary (page 98)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	1, 3
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	2, 3

### Listening (pages 98-99)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can generally follow the main points of an extended discussion around him/her, provided speech is clearly articulated in standard dialect.	4, 5
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	5

### Developing Conversations (page 99)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can participate in short conversations in routine contexts on topics of interest.	6
Sociolinguistic appropriateness	Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way.	

### Pronunciation (page 99)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	7, 8



## Conversation Practice (page 99)

COMPONENT	DESCRIPTOR	EXERCISE
Planning	Can recall and rehearse an appropriate set of phrases from his repertoire. Can work out how to communicate the main points he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	9
Conversation	Can participate in short conversations in routine contexts on topics of interest.	10
Sociolinguistic appropriateness	Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way.	

## Animal magic

### Vocabulary (page 100)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	1, 2
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	3, 4

## Reading (page 100)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for orientation	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	5, 6, 7
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	6, 7, 8

## Grammar (pages 100-101)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	9, 10, 11, 12
Sustained monologue: Describing experience	Can describe events, real or imagined. Can narrate a story.	11, 12

## Speaking (page 101)

COMPONENT	DESCRIPTOR	EXERCISE
Sustained monologue: Describing experience	Can describe events, real or imagined. Can narrate a story.	14

## Did you know ...?

### Speaking (page 102)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	1

## Listening (page 102)

COMPONENT	DESCRIPTOR	EXERCISE
Listening to radio audio & recordings	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.	3, 5
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	2, 4, 6

## Grammar (page 103)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	7, 8
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	9
Creative writing	Can write a description of an event, a recent trip - real or imagined Can narrate a story.	10

## Sounds and Vocabulary Review (page 103)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	11
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel and current events.	11, 12, 13

## Unit 12 On the phone

### Speaking (page 105)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest. Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e.g. an outing).	1, 2

## Can I leave a message?

### Vocabulary (page 106)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	1
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	2

## Listening (page 106)

COMPONENT	DESCRIPTOR	EXERCISE
Notes, messages & forms	Can write short, simple notes and messages relating to matters in areas of immediate need.	3
Understanding interaction between native speakers	Can generally follow the main points of an extended discussion around him/her, provided speech is clearly articulated in standard dialect.	

## Pronunciation (page 107)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	4, 5

## Developing Conversation (page 107)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	6
Conversation	Can participate in short conversations in routine contexts on topics of interest.	7

## Grammar (page 107)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	8, 9
Creative writing	Can write very short, basic descriptions of events, past activities and personal experiences	10

## Conversation Practice (page 107)

COMPONENT	DESCRIPTOR	EXERCISE
Planning	Can recall and rehearse an appropriate set of phrases from his repertoire. Can work out how to communicate the main points he/she wants to get across, exploiting any resources available and limiting the message to what he/she can	11
Conversation	Can participate in short conversations in routine contexts on topics of interest.	12

## Phone for help!

### Reading (page 108)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	1, 2
Reading for information & argument	Can recognize significant points in straightforward newspaper articles on familiar subjects.	1, 2, 3, 4
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	3

## Understanding Vocabulary (page 108)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	5, 6, 7

## Speaking (page 108)

COMPONENT	DESCRIPTOR	EXERCISE
Sustained monologue: describing experience	Can describe events, real or imagined. Can narrate a story.	8, 9

## What a nightmare!

### Speaking (page 110)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	1

## Listening (page 110)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can generally follow the main points of an extended discussion around him/her, provided speech is clearly articulated in standard dialect.	2, 3, 5
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	4

## Grammar (pages 110–111)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	6, 7
Planning	Can recall and rehearse an appropriate set of phrases from his repertoire. Can work out how to communicate the main points he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	8
Sustained monologue: describing experience	Can describe events, real or imagined. Can narrate a story.	

## Vocabulary (page 111)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	9
Planning	Can recall and rehearse an appropriate set of phrases from his repertoire. Can work out how to communicate the main points he/she wants to get across,	10
Conversation	Can participate in short conversations in routine contexts on topics of interest.	11

## Sounds and Vocabulary Review (page 111)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	12
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel and current events.	13, 14

## Video 6

### Memory man (page 112)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest. Can agree and disagree with others.	1, 5
Watching TV and film	Can understand a large part of many TV programmes on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear.	2, 3
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel and current events.	4

## Understanding Fast Speech (page 112)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	6, 7

## Unit 13 Culture

### Speaking (page 115)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest. Can agree and disagree with others.	1, 2

### It's supposed to be amazing

#### Vocabulary (page 116)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	1, 2
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	

#### Listening (page 116)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can generally follow the main points of an extended discussion around him/her, provided speech is clearly articulated in standard dialect.	3, 4

### Developing Conversations (pages 116-117)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	5, 6
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	6, 7

### Understanding Vocabulary (page 117)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	8, 9

### Conversation Practice (page 117)

COMPONENT	DESCRIPTOR	EXERCISE
Planning	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	10
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	11



## Making movies

### Speaking (page 118)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest. Can agree and disagree with others.	1

## Reading (page 118)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest. Can agree and disagree with others.	2, 4, 5
Reading for information & argument	Can recognize significant points in straightforward newspaper articles on familiar subjects.	2, 3, 4
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	3

## Grammar (page 118)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	6, 7, 8
Planning	Can recall and rehearse an appropriate set of phrases from his repertoire. Can work out how to communicate the main points he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	10
Sustained monologue: describing experience	Can give straightforward descriptions on a variety of familiar subjects within his field of interest.	10
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	11

## I'm a big fan

### Vocabulary (page 120)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	1, 2, 3
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	3

## Listening (page 121)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can generally follow the main points of an extended discussion around him/ her, provided speech is clearly articulated in standard dialect.	4, 5
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	6
Planning	Can recall and rehearse an appropriate set of phrases from his repertoire. Can work out how to communicate the main points he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	

## Grammar (page 121)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	7, 8
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	10, 11

## Pronunciation (page 121)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	9

## Sounds and Vocabulary Review (page 121)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	12
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel and current events.	13, 14

## Unit 14 Stuff Speaking (page 123)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest. Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc.	1, 2, 3

## Listening (page 124)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can generally follow the main points of an extended discussion around him/her, provided speech is clearly articulated in standard dialect.	1, 2

## Vocabulary (page 124)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	3, 4
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	5

## Developing Conversations (page 124)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	6
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	7

## Grammar (page 125)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	8, 9
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	10, 11
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	8, 12

## Conversation Practice (page 125)

COMPONENT	DESCRIPTOR	EXERCISE
Planning	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	13
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	14

## What a load of rubbish!

### Vocabulary (page 126)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	1
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	2, 3

## Reading (page 126)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	4, 6, 7, 8
Reading for information & argument	Can recognize significant points in straightforward newspaper articles on familiar subjects.	5, 6, 7, 8

## Grammar (page 127)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	9, 11, 12

## Pronunciation (page 127)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	10

## Thank you so much Speaking (page 128)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	1

## Listening (page 128)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can generally follow the main points of an extended discussion around him/her, provided speech is clearly articulated in standard dialect.	2, 4
Sustained monologue: Describing experience	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions.	3
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	5

## Understanding Vocabulary (pages 128-129)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	6, 8
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	7

## Speaking (page 129)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e.g. an outing).	9

## Sounds and Vocabulary Review (page 129)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	10
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel and current events.	11, 12

## Video 7

### Oxford (page 130)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest. Can agree and disagree with others.	1, 5
Watching TV and film	Can understand a large part of many TV programmes on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear.	2, 3, 4
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel and current events.	4

## Understanding Fast Speech (page 130)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	6, 7

## Unit 15 Money

### Speaking (page 133)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	1
Informal discussion (with friends)	Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc.	2

## Cost of living

### Vocabulary (page 134)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	1
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	1, 2

## Listening (page 134)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can generally follow the main points of an extended discussion around him/her, provided speech is clearly articulated in standard dialect.	3, 4
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	5

## Grammar (page 135)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	6, 7
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	8

## Developing Conversations (page 135)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	9
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	10
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	11

## Conversation Practice (page 135)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	12, 13

## My inheritance

### Reading (page 136)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	1, 3
Reading for information & argument	Can recognize significant points in straightforward newspaper articles on familiar subjects.	2, 3

## Listening (page 137)

COMPONENT	DESCRIPTOR	EXERCISE
Listening to radio audio & recordings	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.	4
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	5

## Vocabulary (page 137)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	6, 7, 8
Listening to radio audio & recordings	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.	11

## Pronunciation (page 137)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	9
Listening to radio audio & recordings	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.	10

## Speaking (page 137)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	12

## Money, money, money!

### Listening (page 138)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	1, 4
Understanding interaction between native speakers	Can generally follow the main points of an extended discussion around him/her, provided speech is clearly articulated in standard dialect.	2, 3

## Grammar (page 138)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	5, 6, 7

## Vocabulary (page 139)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	8, 9
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	10



## Speaking (page 139)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	11
Planning	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/ she can recall or find the means to express.	

## Sounds and Vocabulary Review (page 139)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	12
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel and current events.	13, 14

## Unit 16 Events

### Speaking (page 141)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	1, 2

## Have a few friends round!

### Vocabulary (page 142)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	1, 3
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	2, 4

## Listening (pages 142-143)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can generally follow the main points of an extended discussion around him/her, provided speech is clearly articulated in standard dialect.	5, 6
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	6
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	7

## Developing Conversations (page 143)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	8, 9

## Conversation Practice (page 143)

COMPONENT	DESCRIPTOR	EXERCISE
Planning	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	10
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	11

## A brief history

### Vocabulary (page 144)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	1
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	2

### Reading (page 144)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for information & argument	Can recognize significant points in straightforward newspaper articles on familiar subjects.	3, 4, 5
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	3

### Grammar (page 144)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	6, 7, 8

### Speaking (page 144)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	9

## A day I'll never forget

### Speaking (page 146)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	1

### Listening (page 146)

COMPONENT	DESCRIPTOR	EXERCISE
Note-taking (lectures, seminars, etc.)	Can take notes as a list of key points during a straightforward lecture, provided the topic is familiar, and the talk is both formulated in simple language and delivered in clearly articulated standard speech.	2
Listening to radio audio & recordings	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.	2, 3

Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	4
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## Grammar (pages 146-147)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	5, 6, 7
Sustained monologue: Describing experience	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions.	8

## Speaking (page 147)

COMPONENT	DESCRIPTOR	EXERCISE
Planning	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/ she can recall or find the means to express.	9
Sustained monologue: Describing experience	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions.	10

## Sounds and Vocabulary Review (page 147)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	11
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel and current events.	12, 13

## Video 8

### Columbus and the new world (page 148)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest. Can agree and disagree with others.	1, 5
Watching TV and film	Can understand a large part of many TV programmes on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear.	2, 3, 4
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel and current events.	1, 2
Planning	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/ she can recall or find the means to express.	5

## Understanding Fast Speech (page 148)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	6, 7

# 1 Writing: Organising ideas

## Speaking (page 150)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can make and respond to suggestions. Can agree and disagree with others.	1

## Vocabulary (page 150)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	2
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	3

## Writing (pages 150-151)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	4
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	5
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel and current events.	6

## Key Words for Writing (page 151)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	7
Overall written production [A2]	Can link groups of words with simple connectors like 'and', 'but' and 'because'.	8

## Practice (page 151)

COMPONENT	DESCRIPTOR	EXERCISE
Planning	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	9, 11
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	10
Overall written production [A2]	Can link groups of words with simple connectors like 'and', 'but' and 'because'.	11, 12

## 2 Writing: Anecdotes

### Speaking (page 152)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	1

### Writing (page 152)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	2

### Key Words for Writing (page 152)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	3, 4
Overall written production [A2]	Can link groups of words with simple connectors like 'and', 'but' and 'because'.	

### Grammar (pages 152-153)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	5, 6

### Vocabulary (page 153)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	7, 8
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	9

### Practice (page 153)

COMPONENT	DESCRIPTOR	EXERCISE
Planning	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	10
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	11
Correspondence	Can write personal letters describing experiences, feelings and events in some detail.	12

### 3 Writing: A personal profile

#### Speaking (page 154)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	1
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	2

#### Key Words for Writing (page 155)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	3, 4
Overall written production [A2]	Can link groups of words with simple connectors like 'and', 'but' and 'because'.	4
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	5

#### Vocabulary (page 155)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	6, 7

#### Grammar (page 155)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	8

#### Practice (page 155)

COMPONENT	DESCRIPTOR	EXERCISE
Creative writing	Can write about everyday aspects of his environment e.g. people, places, a job or study experience in linked sentences. Can write very short, basic descriptions of events, past activities and personal experiences.	9
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	10

### 4 Writing: Describing places

#### Speaking (page 156)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest. Can express his/her thoughts about abstract or cultural topics such as music, films. Can explain why something is a problem.	1

## Vocabulary (page 156)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel and current events.	2, 3

## Writing (page 156)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	4
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	5

## Grammar (page 157)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	6, 7

## Key Words for Writing (page 157)

COMPONENT	DESCRIPTOR	EXERCISE
Overall written production	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.	8, 9

## Practice (page 157)

COMPONENT	DESCRIPTOR	EXERCISE
Planning	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	10
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	11
Overall written production	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.	12
Creative writing	Can write about everyday aspects of his environment e.g. people, places, a job or study experience in linked sentences.	

## 5 Writing: Postcards

### Writing (page 158)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	2
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	1



## Speaking (page 158)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	3

## Vocabulary (page 158)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel and current events.	4

## Key Words for Writing (page 159)

COMPONENT	DESCRIPTOR	EXERCISE
Overall written production	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.	5, 6, 7
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	7

## Practice (page 159)

COMPONENT	DESCRIPTOR	EXERCISE
Planning	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	8
Correspondence	Can write personal letters describing experiences, feelings and events in some detail.	9

## 6 Writing: Plans and schedules

### Speaking (page 160)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	1

### Writing (page 160)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	2

### Grammar (page 161)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	3, 4, 5

## Key Words for Writing (page 161)

COMPONENT	DESCRIPTOR	EXERCISE
Overall written production	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.	6

## Practice (page 161)

COMPONENT	DESCRIPTOR	EXERCISE
Planning	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	7
Notes, messages & forms	Can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important.	8
Monitoring & repair	Can ask for confirmation that a form used is correct.	9

## 7 Writing: Complaints

### Speaking (page 162)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	1

### Vocabulary (page 162)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	2, 3
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	4

### Writing (pages 162–163)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for information & argument	Can recognize significant points in straightforward newspaper articles on familiar subjects.	6
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	5, 7
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	6, 8

## Key Words for Writing (page 163)

COMPONENT	DESCRIPTOR	EXERCISE
Overall written production	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.	9, 10

## Practice (page 163)

COMPONENT	DESCRIPTOR	EXERCISE
Planning	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	11
Creative writing	Can write accounts of experiences, describing feelings and reactions in simple connected text.	12

## 8 Writing: Invitations

### Speaking (page 164)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	1, 2

### Writing (page 164)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	3, 4
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	4
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	5

### Vocabulary (page 165)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	6
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	6, 7

### Key Words for Writing (page 165)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	8, 9
Overall written production	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.	9

### Practice (page 165)

COMPONENT	DESCRIPTOR	EXERCISE
Planning	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	10
Overall written interaction	Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision.	11
Monitoring & repair	Can ask for confirmation that a form used is correct.	12