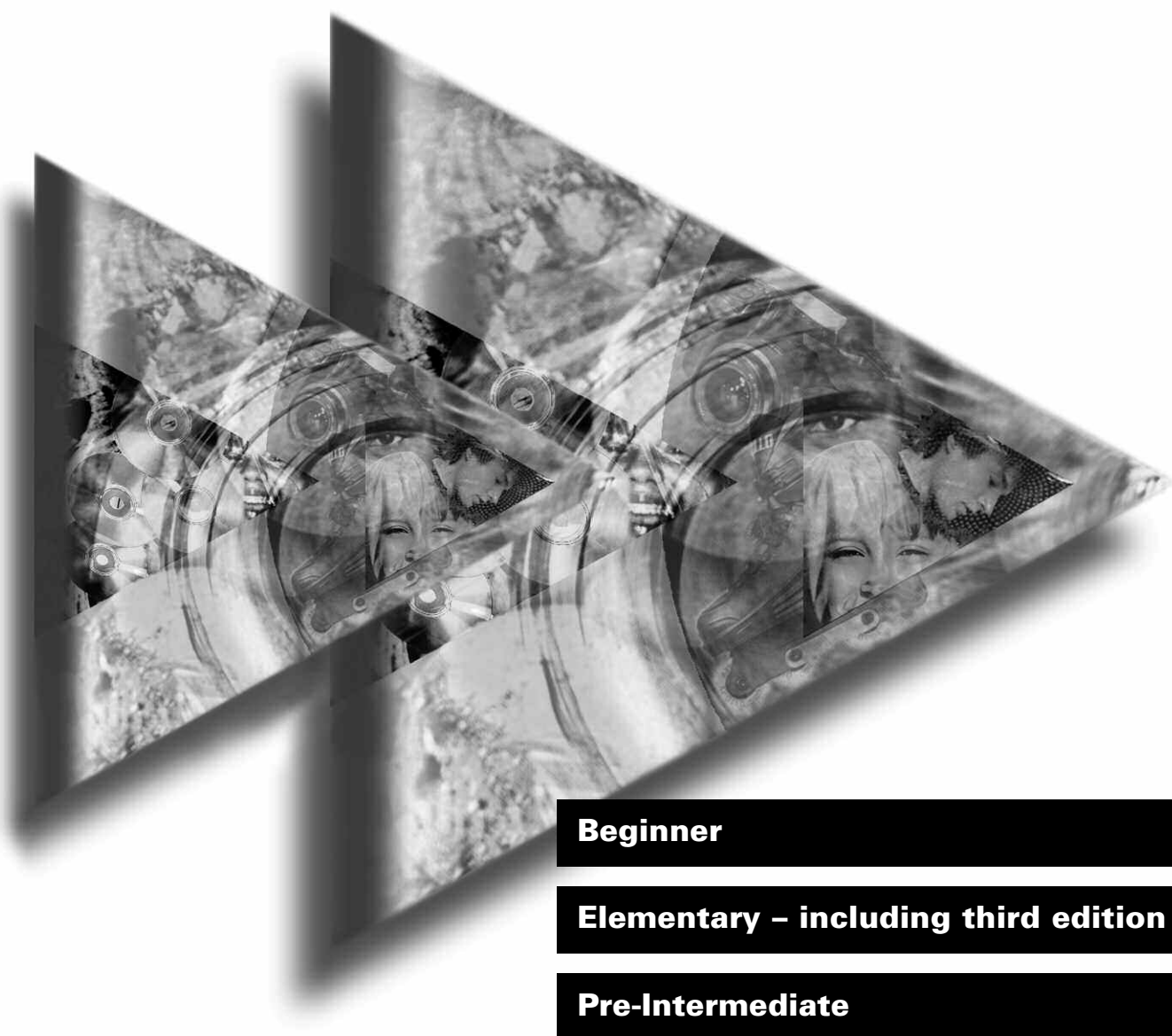


New Headway



**and the Common European
Framework of Reference**



Beginner

Elementary – including third edition

Pre-Intermediate

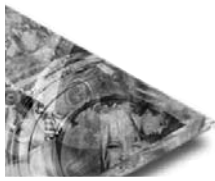
Georgia Smith

OXFORD



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Introduction

What is this booklet for?

The aim of this booklet is to give a clear and simple introduction to the Common European Framework of Reference, and to show how it works with *New Headway*. This document is not a summary of the Common European Framework of Reference (CEF), which is an extremely comprehensive and detailed document of over 250 pages. This introduction highlights points of particular interest, and if detailed information is required, teachers are advised to consult the original document. The main body of this document maps each Student's Book unit of *New Headway Beginner*, *Elementary* and *Pre-Intermediate* and refers to the competences detailed in the CEF.

Why do we need a Common European Framework?

The Council of Europe, an organization that includes nearly 50 European countries, began to develop the Common European Framework in 1991. One of the main purposes of the Council of Europe is to promote a shared European identity, while recognizing the importance of different cultures. The promotion of language teaching and learning play a central role in this mission. People within Europe, and indeed throughout the world, need to be able to understand each other. The Council of Europe therefore wishes to encourage people to learn languages and develop their ability to communicate with people from other countries and cultures.

What is the CEF? What are its aims?

The CEF is a carefully developed descriptive framework. It has often closely linked educational and social aims including:

- to encourage the development of language skills, so that people can work together more effectively.
- to encourage the development of inter-cultural awareness and 'plurilingualism'.
- to examine and define *what we can do* with a language.
- to help us compare the language levels of individuals in an accurate and impartial way, across different countries, educational systems, ages, and cultures.
- to encourage learner autonomy and lifelong learning.
- to promote a coherent approach to language teaching – not by imposing a system of its own, but by encouraging the sharing of ideas.

What are the CEF levels?

There are six global levels in the CEF – what these levels reflect is shown in the table on the following pages. Behind these levels are a very large number of competences which make up a person's language ability – these are defined by 'descriptors'.

The CEF says that teachers shouldn't feel that they have to use these levels in their teaching situations. They are intended to be common reference points. It is also important to remember that these levels are *purely descriptive*, and that they don't necessarily correspond to a year of study, or to 100 hours of study, for example. Everyone has different aims and learns at different speeds, in different environments, and in different ways. The CEF is careful to point out that the levels are not 'linear' – that is, the time needed to move from **A1** to **A2** may not be the same as that needed to move from **B1** to **B2**, or **C1** to **C2**, and progress from level to level may slow down as a person moves up the levels. The CEF recommends 'extreme caution' in trying to calculate or predict how long it will take to move from one CEF level to the next.

How do the CEF levels correspond to *New Headway*?

New Headway Beginner takes the student through **A1**, providing absolute beginners with a solid foundation for learning. *New Headway Elementary* briefly revises **A1**, and then takes the student through **A2**. **A2** corresponds to the Cambridge KET examination. If students have successfully completed *New Headway Elementary*, they would be prepared to sit the KET exam.

New Headway Pre-Intermediate briefly revises **A2** before covering approximately half of the competences required for **B1**.

New Headway Intermediate, third edition covers the second half of the competences required for **B1**, and introduces some of the competences of **B2**. Students who have successfully completed *New Headway Intermediate* are typically ready to sit the Cambridge PET examination.

New Headway Upper-Intermediate covers the remaining competences of **B2**. Students who have successfully completed this level are typically ready to sit the Cambridge FCE Examination.

New Headway Advanced covers the competences at level **C1**. Students at this level are typically working towards sitting the Cambridge CAE examination.

Please refer to the table available on the Headway website to see how the full range of New Headway levels corresponds to the CEF and also to the Cambridge ESOL suite of examinations.

Is New Headway compatible with the CEF?

Yes, definitely. The CEF focuses on using language in real, communicative contexts, and so does New Headway. The CEF encourages the development of the ability to ‘do things’ in a foreign language, not just to ‘know about’ that language, and this is an aim we all share – though students also need to ‘know about’ a language in order to function successfully in that language. As the CEF says, ‘... a language learner has to acquire both form and meaning’. For example, an **A1** descriptor might be ‘can understand simple directions’. In order to do this, students need to know lexical items (*left, right, straight on, first, second, third*), grammatical elements such as imperatives (*take the ..., turn ...*), fixed phrases (*you can’t miss it*), and probably be able to ask for repetition. New Headway teaches the language and skills that students will need in order to develop their range of communicative competences.

Here are some examples of how New Headway fits with the aims of the CEF:

- The **Grammar, Vocabulary, and Everyday English** syllabus gives students the linguistic competences they need to be able to communicate successfully.
- Regular **receptive and productive work** on the four skills – every Student’s Book unit has listening, reading, and writing practice – emphasizes what student’s *do* with English.
- The **Everyday English** feature in each unit focuses on language which is likely to be encountered by students in real-life situations, highlighting language use for practical, concrete purposes.
- The **Workbook, Teacher’s Resource Book, CD-Rom, teacher’s website** and **student’s website** all offer extra practice and learning resources.
- The **Teacher’s Book** gives you all the support you need, including extra photocopiable material, a word list, and ideas to help you respond to your students’ needs.

The CEF emphasizes that teachers and materials writers will continue to need to make their own decisions about the precise linguistic content of their courses – and that is what we have done in New Headway. We hope that the decisions we have made in writing the course help you and your students as much as they can.

You can find information about the Council of Europe and its aims by visiting its website:

www.coe.int

On this site there are hyperlinked pdfs of the CEF document in various European languages.

Common European Framework of Reference Level Overview

proficient	C2	Mastery	This level is not supposed to equal native speaker mastery – though a student at this level would be a very successful learner who can use a language with real precision and fluency.
	C1	Effective Operational Proficiency	At this level students command a wide range of language.
independent	B2	Vantage	This level is where language use begins to become more ‘abstract’, for example giving and justifying opinions, summarizing a short story or plot, or giving detailed instructions.
	B1	Threshold	At this level students can maintain a conversation and express ideas. They can also begin to deal with problems and situations where they meet unpredictable language.
basic	A2	Waystage	This level has lots of descriptors for social functions, for example, greeting people, asking about work and free time, and making invitations.
	A1	Breakthrough	This is the lowest level of ‘generative language use’ – students can interact in a simple way and ask and answer simple questions.
<p>The CEF recognizes a level of ability below A1, which includes descriptors such as ‘can say <i>yes, no, please, thank you</i>’, ‘can use some basic greetings’, ‘can fill in uncomplicated forms’.</p>			<p>For a breakdown of the six global levels above, see chapter 3 of the CEF document.</p> <p>For detailed scales for each area of competence, see chapter 4 of the CEF document.</p>
<p>The CEF also recognizes that there can be levels between these six global levels, such as A2+, B1+ and B2+.</p>			

New Headway and the Common European Framework

The Common European Framework			New Headway English Course					
	CEF LEVELS	EXAM TARGETS	Beginner	Elementary	Pre-Intermediate	Intermediate	Upper-Intermediate	Advanced
PROFICIENT USER	working within C2	working towards CPE						
	working within C1	working towards CAE						
INDEPENDENT USER	working within B2	working towards FCE						
	working within B1	working towards PET						
BASIC USER	working within A2	working towards KET						
	working within A1							
	CEF LEVELS	EXAM TARGETS	Beginner	Elementary	Pre-Intermediate	Intermediate	Upper-Intermediate	Advanced

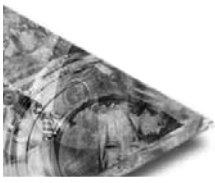


1 Hello!

am/are/is • my/your • This is ... • How are you? • What's this in English? • Numbers 1–10 • Plurals

Level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	9	Practice 1, 2
Information exchange	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	10	Vocabulary 4
Orthographic control	Can copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly.	11	Everyday English 2
Overall listening comprehension	Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	6–8 9	What's your name? 1, 3, 5, 6 Practice 1–3
Overall oral production	Can produce simple mainly isolated phrases about people and places.	6	Starter 1
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases, and re-reading as required.	6–8 11	What's your name? 1, 3, 5, 6 Everyday English 1
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	11	Everyday English 1, 3
Sociolinguistic appropriateness	Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry, etc.	6–8 9	What's your name? 2, 4, 7, 8 Practice 1–3
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	10	Vocabulary 1–3 Everyday English 1

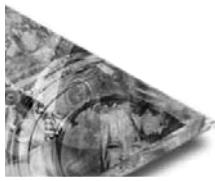


2 Your world

Countries • Where are you from? • *he/she/they* • *his/her* • Numbers 11–30

Level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	13	Where are you from? 4
		15	Practice 7
Information exchange	Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	12, 13	Where are you from? 1–3, 5, 6
		14, 15	Practice 1–4
Orthographic control	Can copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops, and set phrases used regularly.	14, 15	Practice 2, 4, 5
			Reading and listening 2, 3
Overall listening comprehension	Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	12, 13	Where are you from? 1, 3–5
		14, 15	Practice 1, 4–6
		17	Everyday English 3, 5, 6
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases, and re-reading as required.	12	Starter 1
		12	Where are you from? 1, 3
		15	Practice 6
		16	Reading and listening 1
		17	Everyday English 4
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	12	Starter 2
		17	Everyday English 2
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	17	Everyday English 1, 6

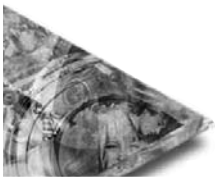


3 Personal information

Jobs • *am/are/is* – negatives and questions • Address, phone number • Social expressions

Level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	19	What's her job? 6
		21	Practice 3, 5
Information exchange	Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	18	Starter 2
		18	What's her job? 1
		20	What's your job? 1, 2
		21	Practice 2
		22	Reading and speaking 4
Overall listening comprehension	Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	18, 19	What's her job? 1, 2, 5
		20	What's your job? 1
		21	Practice 1
		22	Reading and speaking 3
Overall oral production	Can produce simple mainly isolated phrases about people and places.	18	What's her job? 2
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases, and re-reading as required.	19	What's her job? 3, 5
		22	Reading and speaking 1
Overall written production	Can write simple isolated phrases and sentences.	19	What's her job? 4
		21	Practice 1, 3, 4
		22	Reading and speaking 2
Sociolinguistic appropriateness	Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry, etc.	23	Everyday English 1–3
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	18	Starter 1

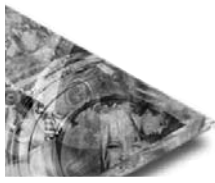


4 Family and friends

our/their • Possessive 's • Family relations • *has/have* • The alphabet • On the phone

Level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Creative writing	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.	29	Reading and writing 5
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	24 25 26 28	Starter 1, 2 Sally's family 2 Practice 4 Practice 1, 4
Information exchange	Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	25 26 30, 31	Sally's family 5 Practice 3 Everyday English 4, 5, 8
Orthographic control	Can copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops, and set phrases used regularly.	24 26 30	Sally's family 4 Practice 1, 2 Everyday English 3, 6
Overall listening comprehension	Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	24 25 26 27 30, 31	Sally's family 1 Sally's family 4 Practice 1 Sally's brother 1–3 Everyday English 3, 7
Overall oral production	Can produce simple mainly isolated phrases about people and places.	28 29	Practice 2 Reading and writing 4
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases, and re-reading as required.	24 27 28 28, 29	Sally's family 1 Sally's brother 1, 2 Practice 3 Reading and writing 1–3
Overall written production	Can write simple isolated phrases and sentences.	27	Sally's brother 3, 4
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	25	Sally's family 3 Everyday English 1, 2



5 It's my life!

Sports, food, and drinks • Present Simple – I/you/they • a/an • Languages and nationalities • Numbers and prices

Level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Conversation	Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.	38	Listening and speaking 2–4
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	33 34, 35	Things I like 1, 2 Practice 2, 6
Information exchange	Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	34, 35 37	Practice 3–5 Vocabulary and pronunciation 7
Orthographic control	Can copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops, and set phrases used regularly.	37	Vocabulary and pronunciation 5–7
Overall listening comprehension	Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	33 34, 35 38	Things I like 1, 2, 4 Practice 1, 2, 4 Listening and speaking 1
Overall spoken interaction	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	33	Things I like 5, 6
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases, and re-reading as required.	34	Practice 1
Overall written production	Can write simple isolated phrases and sentences.	35	Practice 4
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	36	Vocabulary and pronunciation 1
Sustained monologue: Describing experience	Can describe him/herself, what he/she does and where he/she lives.	33	Things I like 3
Transactions to obtain goods and services	Can handle numbers, quantities, cost and time.	39	Everyday English 1–3, 4–7
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	32 36	Starter 1, 2 Vocabulary and pronunciation 1–4



6 Every day

The time • Present Simple – *he/she/it* • *usually/sometimes/never* • Questions and negatives • Words that go together • Days of the week

Level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	43	Karl's day 2
		44	Practice 1
		45	Practice 5
Information exchange	Can indicate time by such phrases as next week, last Friday, in November, three o'clock.	40	Starter 2
		41	What time do you? 2, 3
		43	Karl's day 3
		47	Everyday English 4, 5
	Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	45	Practice 4
		46	Vocabulary and speaking 3
Overall listening comprehension	Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	40	Starter 1, 2
		41	What time do you? 1, 3
Overall oral production	Can produce simple mainly isolated phrases about people and places.	46	Vocabulary and speaking 4
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases, and re-reading as required.	42	Karl's day 1, 2
		44	Practice 1, 2
		46	Vocabulary and speaking 2
Overall written production	Can write simple isolated phrases and sentences.	45	Practice 3
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	40	Starter 1, 2
		45	Practice 3
		46	Vocabulary and speaking 2
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	46	Vocabulary and speaking 1
		47	Everyday English 1–4



7 Places I like

Question words • *it/them* • *this/that* • Adjectives • Can I ...?

Level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Correspondence	Can write a short simple postcard.	53	Reading and writing 4
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	48 50, 51	I love it here! 3 Practice 1, 7
Information exchange	Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	50, 51	Practice 1, 2, 4, 5
Overall listening comprehension	Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	48 53	I love it here! 1 Reading and writing 1
Overall spoken interaction	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	48 48	Starter 2 I love it here! 2
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases, and re-reading as required.	48 48 51	Starter 1 I love it here! 1 Practice 6
Reading correspondence	Can understand short, simple messages on postcards.	53	Reading and writing 1, 2
Transactions to obtain goods and services	Can ask people for things and give people things.	55, 56	Everyday English 1–4
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	52 53	Vocabulary 1, 2 Reading and writing 3

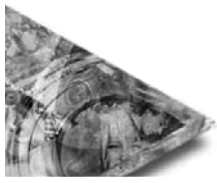


8 Where I live

Rooms and furniture • *There is/are* • *any* • Prepositions • Directions

Level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Creative writing	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.	62	Listening and writing 3
Goal-oriented co-operation	Can understand questions and instructions addressed carefully and slowly to him/her, and follow short, simple directions.	63	Everyday English 1–5
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	57 59	Nicole's living room 1–3 Practice 5
Information exchange	Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	57 58 59 60	Nicole's living room 4 Nicole's bedroom room 3, 4 Practice 2 Reading and speaking 4
Overall listening comprehension	Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	56 57 59 62	Starter 2 Nicole's living room 1 Practice 4 Listening and writing 1
Overall oral production	Can produce simple mainly isolated phrases about people and places.	56 62	Starter 1 Listening and writing 1
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases, and re-reading as required.	60	Reading and speaking 1, 2
Overall written production	Can write simple isolated phrases and sentences.	59	Practice 1
Sustained monologue: Describing experience	Can describe him/herself, what he/she does and where he/she lives.	57 59 62	Nicole's living room 5 Practice 3 Listening and writing 3
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	56 58 60 63	Starter 3 Nicole's bedroom room 1, 2 Reading and speaking 3 Everyday English 1

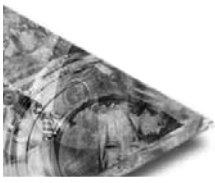


9 Happy birthday!

Saying years • *was/were born* • Past simple – irregular verbs • When's your birthday?

Level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	65 66, 67 68	When were they born? 3, 4 Practice 3–7 Vocabulary and reading 1, 3, 4
Information exchange	Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	65 71	When were they born? 3, 4, 6 Everyday English 6
Overall listening comprehension	Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	64, 65 66	When were they born? 1, 3, 5 Practice 2, 3
Overall oral production	Can produce simple mainly isolated phrases about people and places.	65	When were they born? 7
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases, and re-reading as required.	68	Vocabulary and reading 2, 3
Overall written production	Can write simple isolated phrases and sentences.	67	Practice 5
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	64 67 71	Starter 1, 2 Practice 4, 5 Everyday English 3–5
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	66 70	Practice 1 Everyday English 1–3

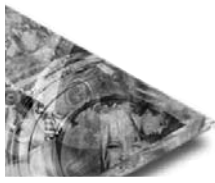


10 We had a good time!

Past Simple – regular and irregular • Questions and negatives • Sports and leisure • Filling in forms

Level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Creative writing	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.	78	Writing 2
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	72 72, 73 75 78	Starter 1, 2 Yesterday 1–3, 5–7 Practice 5–7 Writing 1
Information exchange	Can indicate time by such phrases as next week, last Friday, in November, three o'clock.	76 77	Vocabulary and speaking 3, 4 Listening and speaking 1, 3
Notes, messages & forms	Can write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country, etc. such as on a hotel registration form.	79	Everyday English 1, 2
Overall listening comprehension	Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	72, 73 75 77	Yesterday 1, 4 Practice 4, 5 Listening and speaking 2
Overall oral production	Can produce simple mainly isolated phrases about people and places.	72 79	Yesterday 2 Everyday English 3
Overall spoken interaction	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	73 74	Yesterday 6, 7 Practice 1–3
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases, and re-reading as required.	72	Yesterday 1
Overall written production	Can write simple isolated phrases and sentences.	75	Practice 4
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	76	Vocabulary and speaking 1, 2

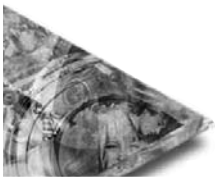


11 We can do it!

can/can't • Requests and offers • Verbs and nouns that go together • What's the problem?

Level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Conversation	Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.	84	Reading and listening 3, 6
General linguistic range	Has a very basic range of simple expressions about personal details and needs of a concrete type.	86, 87	Everyday English 1–3
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	81 83	What can they do? 4, 5 Practice 7
Information exchange	Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	81	What can they do? 5, 7
Overall listening comprehension	Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	81 84	What can they do? 6 Reading and listening 4, 7
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases, and re-reading as required.	83 84	Practice 6 Reading and listening 4, 5
Overall written production	Can write simple isolated phrases and sentences.	83	Practice 5
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	82	Practice 1–4
Sustained monologue: Describing experience	Can describe him/herself, what he/she does and where he/she lives.	80 81	Starter 1, 2 What can they do? 3
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	80 84	What can they do? 1, 2 Reading and listening 1, 2

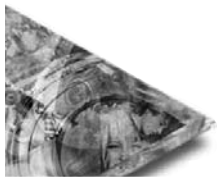


12 Thank you very much!

want and would like • Food and drink • In a restaurant • Going shopping

Level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	91	Practice 6
Orthographic control	Can copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops, and set phrases used regularly.	93	Vocabulary and speaking 2
Overall listening comprehension	Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	89 90, 91	A trip into town 2–4 Practice 2, 5
Overall oral production	Can produce simple mainly isolated phrases about people and places.	88 88	Starter 2 A trip into town 1
Overall spoken interaction	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	91	Practice 4
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases, and re-reading as required.	88 94	A trip into town 1 Reading 1–4
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	91	Practice 5
Sociolinguistic appropriateness	Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry, etc.	90	Practice 1–3
Transactions to obtain goods and services	Can ask people for things and give people things.	89 93 95	A trip into town 2–4 Vocabulary and speaking 3–5 Everyday English 1, 2
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	88 92	Starter 1 Vocabulary and speaking 1



13 Here and now

Colours and clothes • Present Continuous • Questions and negatives • What's the matter?

Level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Conversation	Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.	103	Everyday English 2, 3
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	97 97 98 99	Work and holidays 1, 3, 4 Practice 1, 2 I'm working 2 Practice 3
Orthographic control	Can copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops, and set phrases used regularly.	96	Starter 2
Overall listening comprehension	Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	97 98 103	Work and holidays 2 I'm working 1 Vocabulary and speaking 5
Overall oral production	Can produce simple mainly isolated phrases about people and places.	100 102, 103	Reading and speaking 4 Vocabulary and speaking 2, 6
Overall spoken interaction	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	99 103	I'm working 2 Vocabulary and speaking 3
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases, and re-reading as required.	97 98 100	Work and holidays 2 I'm working 1 Reading and speaking 1-3
Overall written production	Can write simple isolated phrases and sentences.	99	Practice 1, 2
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	96 102 102	Starter 1, 3 Vocabulary and speaking 1 Everyday English 1



14 It's time to go!

Present Continuous for future • Question word revision • Transport and travel • Going sightseeing

Level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	105	Holiday plans 2–5
		107	Practice 7
Information exchange	Can indicate time by such phrases as next week, last Friday, in November, three o'clock.	104	Starter 1, 2
Overall listening comprehension	Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	104	Holiday plans 1, 3
Overall spoken interaction	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	106, 107	Practice 2–6
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases, and re-reading as required.	104	Holiday plans 1
		107	Practice 3
		108	Reading 1–3
Overall written production	Can write simple isolated phrases and sentences.	106, 107	Practice 1, 6
		108	Reading 4
Sustained monologue: Describing experience	Can describe him/herself, what he/she does and where he/she lives.	110	Vocabulary and speaking 4, 5
		111	Everyday English 1
Transactions to obtain goods and services	Can ask people for things and give people things.	111	Everyday English 1, 2
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	110	Vocabulary and speaking 1–3



1 Hello everybody!

am/is/are • *my/your/his/her* • Everyday objects • Numbers • Hello and goodbye

Level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	6	Introductions 1
		9	Practice 3
		10	Vocabulary and pronunciation 3
		11	Everyday English 2, 3
Overall oral production	Can produce simple, mainly isolated phrases about people and places.	9	Practice 2
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases, and re-reading as required.	7	Introductions 5
Overall spoken interaction	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	7	Introductions 3
		8	Introductions 7
		9	Practice 1
		10	Vocabulary and pronunciation 4
		11	Everyday English 4, 6
Overall written production	Can write simple isolated phrases and sentences.	7	Introductions 2
		8	Introductions 6
		9	Practice 4
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases. Can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	7	Introductions 4
		10	Vocabulary and pronunciation 1
		11	Everyday English 1
Reading for information and argument	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.	10	Vocabulary and pronunciation 2
Sociolinguistic appropriateness	Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; <i>saying please, thank you, sorry</i> , etc.	11	Everyday English 5, 6
Sustained monologue: Describing experience	Can describe him/herself, what he/she does and where he/she lives.	6	Starter 1, 2
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	10	Vocabulary and pronunciation 3

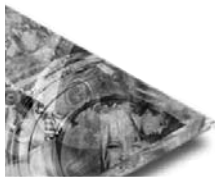


2 Meeting people

am/is/are – questions and negatives • Possessive 's • Family • Opposites • In a café

Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Correspondence	Can write very simple personal letters expressing thanks and apology.	16	Reading and listening 6
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	15	Practice 4
Information exchange	Can ask for and provide personal information.	12	Starter 3
		13	Who is she? 4, 5
		13	Practice 1–4
		14	Patrick's family 3
		15	Practice 1, 2
Overall listening comprehension	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	16	Reading and listening 1, 5
		18	Everyday English 1
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	12	Who is she? 1
		14	Patrick's family 2
		18	Everyday English 2
Overall written production	Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'.	12	Who is she? 2, 3
		15	Practice 3
		16	Reading and listening 4
Reading correspondence	Can understand short simple personal letters.	16	Reading and listening 1–3
Transactions to obtain goods and services	Can order a meal.	19	Everyday English 3–5
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs.	12	Starter 1, 2
		14	Patrick's family 1
		16	Vocabulary 1, 2

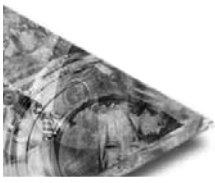


3 The world of work

Present Simple 1 – *he/she/it* • Questions and negatives • Jobs • What time is it?

Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Creative writing	Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job.	21	Practice 3
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	22 23	What does she do? 2, 3 Practice 8
Information exchange	Can ask for and provide personal information. Can exchange limited information on familiar and routine operational matters.	22 23 25 26	What does she do? 1, 3 Practice 4, 5 Reading and listening 4 Vocabulary and pronunciation 4
Overall listening comprehension	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	20 23 25	Three jobs 1 Practice 6, 7 Reading and listening 5, 6
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	20 21 22 24, 25	Three jobs 1 Practice 1 Practice 1 Reading and listening 1–3
Overall spoken interaction	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time.	27	Everyday English 1–3
Overall written production	Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'.	21 23	Three jobs 2 Practice 3
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	26	Vocabulary and pronunciation 4
Sustained monologue: Describing experience	Can describe his/her family, living conditions, educational background, present or most recent job. Can describe people, places and possessions in simple terms.	20 21 22	Starter Practice 2 Practice 2
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs.	26	Vocabulary and pronunciation 1, 2

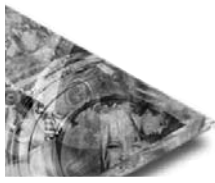


4 Take it easy!

Present Simple 2 – *I/you/we/they* • Leisure activities • Social expressions

Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	28, 29	Weekdays and weekends 1, 3
Overall listening comprehension	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	29 30 32 33	Weekdays and weekends 2 Practice 4 Reading and listening 3 Reading and listening 6
Overall oral production	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	28 30 32	Starter 1, 2 Practice 3 Reading and listening 1, 2
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	29 30 32, 33	Weekdays and weekends 2, 4 Practice 1, 5 Reading and listening 3–5
Overall spoken interaction	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time.	29 30 34	Weekdays and weekends 5 Practice 2, 6 Vocabulary and speaking 2–4
Overall written production	Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'.	30 31	Practice 7 Practice 8
Sociolinguistic appropriateness	Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, suggestions, apologies, etc.	35	Everyday English 2
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs.	34	Vocabulary and speaking 1

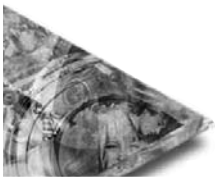


5 Where do you live?

There is/are • Prepositions • *some/any* • *this/that* • Furniture • Directions 1

Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Creative writing	Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job.	42	Listening and speaking 4
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	36 39	What's in the living room? 2 Practice 1, 6
Information exchange	Can communicate in simple and routine tasks requiring a simple and direct exchange of information. Can ask for and provide personal information.	36 37 39 40 42	What's in the living room? 3 Practice 1 Practice 5 Reading and speaking 4 Listening and speaking 3
Overall listening comprehension	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	37 38 39 42	Practice 2 What's in the kitchen? 2 Practice 4 Listening and speaking 1, 2
Overall oral production	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	36 36 38 39	Starter 2 What's in the living room? 1 What's in the kitchen? 1, 3 Practice 2, 3
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	40	Reading and speaking 2, 3
Transactions to obtain goods and services	Can get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets.	43	Everyday English 2–4
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	36 36	Starter 1 What's in the living room? 4
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs.	40 43	Reading and speaking 1 Everyday English 1

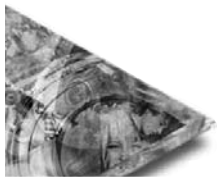


6 Can you speak English?

can/can't/could/couldn't • was/were • Words that sound the same • On the phone

Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	46, 47	Practice 2–4, 7
Information exchange	Can ask for and provide personal information.	47	Practice 5, 6
Interviewing and being interviewed	Can answer simple questions and respond to simple statements in an interview.	48	Reading and speaking 6
Orthographic control	Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary.	50	Vocabulary and pronunciation 3, 4
Overall listening comprehension	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	45	What can you do? 2
		45	Practice 1
Overall oral production	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	44	Starter 2
		48	Reading and speaking 4, 5
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	44	What can't you do? 1
		45	Practice 2
		48	Reading and speaking 1–3
Overall spoken interaction	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time.	46	Practice 1
Sociolinguistic appropriateness	Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, suggestions, apologies, etc.	51	Everyday English 3, 4
Transactions to obtain goods and services	Can give and receive information about quantities, numbers, prices, etc.	50	Everyday English 1, 2
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	44	Starter 1
		50	Vocabulary and pronunciation 1, 2



7 Then and now

Past Simple 1 – regular verbs • Irregular verbs • Silent letters • Special occasions

Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Creative writing	Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job.	54	The end of the 20th century 5
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	53	When I was young 3–5
		54	Practice 1
		54	The end of the 20th century 1–3
		55	Practice 4
Information exchange	Can ask for and provide personal information.	54	Practice 2, 3
		54	The end of the 20th century 4
	Can exchange limited information on familiar and routine operational matters.	55	Practice 1–3
		56	Reading and speaking 6
Orthographic control	Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary.	58	Vocabulary and pronunciation 2, 3
Overall listening comprehension	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	52	When I was young 1, 2
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	52	When I was young 1, 2
		56	Reading and speaking 4, 5
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	54	Practice 4
		58	Vocabulary and pronunciation 1
Sociolinguistic appropriateness	Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, suggestions, apologies, etc.	59	Everyday English 2, 3
Sustained monologue: Describing experience	Can describe people, places and possessions in simple terms.	52	Starter
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	56	Reading and speaking 1, 2
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs.	58	Everyday English 1



8 How long ago?

Past Simple 2 – negatives / ago • Which word is different? • What's the date?

Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	60	Starter
		60	Famous inventions 1
		62	Practice 2
		63	Practice 5
Informal discussion (with friends)	Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly.	64	Listening and speaking 2
Information exchange	Can exchange limited information on familiar and routine operational matters.	61	Famous inventions 2–4
		63	Practice 6
		65	Everyday English 2, 5
Listening to audio media and recordings	Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.	62	Practice 1
Overall listening comprehension	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	65	Listening and speaking 4, 5
		65	Everyday English 4
Overall oral production	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	63	Practice 7
		65	Listening and speaking 6, 7
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	62	Practice 1
		64	Listening and speaking 1, 3
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	62	Practice 3, 4
		63	Vocabulary and pronunciation 2, 3
		65	Everyday English 3
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	65	Everyday English 1
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs.	63	Vocabulary and pronunciation 1



9 Food you like!

Count and uncount nouns • *I like/I'd like* • *much/many* • Food • Polite requests

Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Conversation	Can say what he/she likes and dislikes.	66	Starter
		67	Food and drink 3
		72	Listening and speaking 1, 4
Creative writing	Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job.	70	Reading and speaking 6
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	68	Practice 1, 3
		69	Going shopping 1, 2
		70	Practice 1, 3
Informal discussion (with friends)	Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly.	70	Reading and speaking 5
Overall listening comprehension	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	67	Food and drink 2
		67	I like... and I'd like... 1
		68	Practice 4
		69	Going shopping 3
		72	Listening and speaking 2, 3
Overall oral production	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	70	Reading and speaking 1, 2
		73	Everyday English 1
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	70	Reading and speaking 3, 4
Sociolinguistic appropriateness	Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, suggestions, apologies, etc.	67	I like ... and I'd like ... 2
		73	Everyday English 2–4
Transactions to obtain goods and services	Can give and receive information about quantities, numbers, prices, etc.	70	Practice 4
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs.	66	Food and drink 1

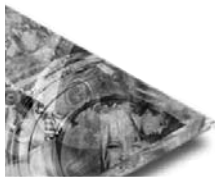


10 Bigger and better!

Comparatives and superlatives • *have got* • Town and country • Directions 2

Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Conversation	Can say what he/she likes and dislikes.	75	Practice 2
		75	Country life 2
Creative writing	Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job.	78	Reading and speaking 6
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	74	City life 2
		75	Practice 1
		76	Practice 1
		76	The world's best hotels 2
		77	Practice 1, 2, 5
Information exchange	Can ask for and provide personal information. Can give and follow simple directions and instructions, e.g. explain how to get somewhere.	76	Practice 2
		81	Everyday English 3, 4
Listening to announcements and instructions	Can understand simple directions relating to how to get from X to Y, by foot or public transport.	81	Everyday English 1, 2
Overall listening comprehension	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	75	Country life 1
		78	Reading and speaking 1
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	76	The world's best hotels 1
		78	Reading and speaking 2, 3
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	74	City life 3
		80	Vocabulary and pronunciation 3
Sustained monologue: Describing experience	Can describe people, places and possessions in simple terms.	74	Starter
		74	City life 4
		76	The world's best hotels 3
		77	Practice 3, 4
		78	Reading and speaking 4, 5
		80	Vocabulary and pronunciation 4
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs.	74	City life 1
		80	Vocabulary and pronunciation 1, 2

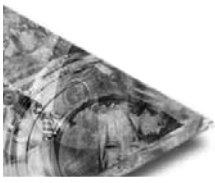


11 Looking good!

Present Continuous • Whose? • Clothes • Words that rhyme • In a clothes shop

Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	83	Practice 2
		84	A day in the park 2, 3
		85	Practice 1, 3–5
Overall listening comprehension	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	84	Practice 3, 4
		86	Listening and speaking 4
Overall oral production	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	82	Starter 2
		82	Describing people 1, 3
		84	Practice 5
		86	Listening and speaking 1
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	86	Listening and speaking 3
Overall spoken interaction	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time.	83	Practice 1
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	85	Practice 2
		88	Vocabulary and pronunciation 1–5
Transactions to obtain goods and services	Can ask about things and make simple transactions in shops, post offices or banks.	89	Everyday English 1–4
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	86	Listening and speaking 2
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs.	82	Starter 1
		84	A day in the park 1

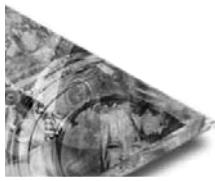


12 Life's an adventure!

going to future • Infinitive of purpose • The weather • Making suggestions

Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Conversation	Can make and respond to invitations, suggestions and apologies.	97	Everyday English 1–4
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	90 91, 92 93	Future plans 2 Practice 1–6 Practice 5
Information exchange	Can ask for and provide personal information.	93	Practice 1, 3, 4
Interviewing and being interviewed	Can answer simple questions and respond to simple statements in an interview.	94	Interviews 1, 2
Listening to audio media and recordings	Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.	96	Vocabulary and speaking 2
Overall listening comprehension	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	90	Future plans 1
Overall oral production	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	93	Practice 2
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	92 94	I want to travel the world 1, 2 Reading and speaking 3, 4
Overall written production	Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'.	90	Starter 1, 2
Reading for orientation	Can locate specific information in lists and isolate the information required (e.g. use the 'Yellow Pages' to find a service or tradesman).	96	Vocabulary and speaking 3, 4
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	94	Reading and speaking 1, 2
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs.	96	Vocabulary and speaking 1

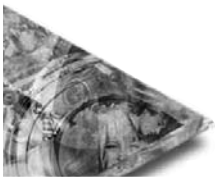


13 How terribly clever!

Question forms • Adverbs and adjectives • Describing feelings • Catching a train

Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	98	Starter 1, 2
		99	Practice 1, 3
		100	Do it carefully! 1, 2
		100	Practice 1, 5
Information exchange	Can ask for and provide personal information.	99	Practice 4
Listening to announcements and instructions	Can catch the main point in short, clear, simple messages and announcements.	105	Everyday English 1
Overall listening comprehension	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	100	Practice 3
		102–104	Reading and listening 3, 6
Overall oral production	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	101	Vocabulary 4
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	98	A quiz 1
		102–104	Reading and listening 2–4, 6, 7
Overall written production	Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'.	98	A quiz 3
		100	Practice 2
		104	Language work 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.	98	A quiz 2
		99	Practice 2
Thematic development	Can tell a story or describe something in a simple list of points.	100	Practice 4
		102–104	Reading and listening 1, 5, 8
Transactions to obtain goods and services	Can get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets.	105	Everyday English 2–4
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	101	Vocabulary 3
		104	Language work 1
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs.	101	Vocabulary 1, 2

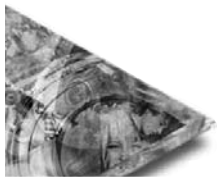


14 Have you ever?

Present Perfect + *ever, never, yet* and *just* • At the airport

Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	106, 107	In my life 1–4
		107	Practice 1–4
		109	A honeymoon in London 3
		109	Practice 1, 2
Information exchange	Can ask for and provide personal information.	108	The life of Ryan 2–4
Listening to announcements and instructions	Can catch the main point in short, clear, simple messages and announcements.	113	Everyday English 2
Overall listening comprehension	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	108	The life of Ryan 1
		108	A honeymoon in London 2
		112	Listening 1, 3
		113	Everyday English 3
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	108	A honeymoon in London 1
		110	Reading and speaking 3, 4
		112	Listening 2
		113	At the airport 1
Sustained monologue: Describing experience	Can describe people, places and possessions in simple terms.	110	Reading and speaking 1, 5
Transactions to obtain goods and services	Can get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets.	113	Everyday English 4, 5
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs.	106	Starter 1, 2
		110	Reading and speaking 2



1 Hello everybody!

am/is/are • *my/your/his/her* • Everyday objects • Numbers • Hello and goodbye

Level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	6	Introductions 1
		9	Practice 3
		10	Vocabulary and pronunciation 3
		11	Everyday English 2, 3
Overall oral production	Can produce simple, mainly isolated phrases about people and places.	9	Practice 2
Overall spoken interaction	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	7	Introductions 3
		8	Introductions 7
		9	Practice 1
		10	Vocabulary and pronunciation 4
		11	Everyday English 4, 6
Overall written production	Can write simple isolated phrases and sentences.	7	Introductions 2, 4
		8	Introductions 6
		9	Practice 4
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases. Can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	8	Introductions 5
		10	Vocabulary and pronunciation 1
		11	Everyday English 1
Reading for information and argument	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.	10	Vocabulary and pronunciation 2
Sociolinguistic appropriateness	Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry, etc.	11	Everyday English 5, 6
Sustained monologue: Describing experience	Can describe him/herself, what he/she does and where he/she lives.	6	Starter 1, 2
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	10	Vocabulary and pronunciation 3



2 Meeting people

am/is/are – questions and negatives • Possessive 's • Family • Opposites • In a café

Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Correspondence	Can write very simple personal letters expressing thanks and apology.	16	Reading and listening 6
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	15	Practice 4
Information exchange	Can ask for and provide personal information.	12 13 13 14 15	Starter 3 Who is she? 4, 5 Practice 1–4 Patrick's family 3 Practice 1, 2
Overall listening comprehension	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	16 18	Reading and listening 1, 5 Everyday English 1
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	12 14 18	Who is she? 1 Patrick's family 2 Everyday English 2
Overall written production	Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'.	12, 13 15 16	Who is she? 2, 3 Practice 3 Reading and listening 4
Reading correspondence	Can understand short simple personal letters.	16	Reading and listening 1–3
Transactions to obtain goods and services	Can order a meal.	18, 19	Everyday English 3–5
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs.	12 14 16	Starter 1, 2 Patrick's family 1 Vocabulary 1, 2



3 The world of work

Present Simple 1 • *he/she/it* • Questions and negatives • Jobs • What time is it?

Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Creative writing	Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job.	21	Practice 3
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	22 23	What does she do? 2, 3 Practice 8
Information exchange	Can ask for and provide personal information. Can exchange limited information on familiar and routine operational matters.	22 23 24 26	What does she do? 1, 3 Practice 4, 5 Reading and listening 4 Vocabulary and pronunciation 4
Overall listening comprehension	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	20 23 25	Three jobs 1 Practice 6, 7 Reading and listening 5, 6
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	20 21 22 24, 25	Three jobs 1, 2 Practice 1 Practice 1 Reading and listening 1–3
Overall spoken interaction	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time.	27	Everyday English 1–3
Overall written production	Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'.	21 23	Three jobs 3 Practice 3
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	26	Vocabulary and pronunciation 4
Sustained monologue: Describing experience	Can describe his/her family, living conditions, educational background, present or most recent job. Can describe people, places and possessions in simple terms.	20 21 22	Starter Practice 2 Practice 2
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs.	26	Vocabulary and pronunciation 1, 2

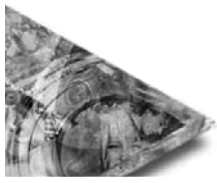


4 Take it easy!

Present Simple 2 – *I/you/we/they* • Leisure activities • Social expressions

Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	28, 29 30	Weekdays and weekends 2, 4 Practice 5
Overall listening comprehension	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	28 30 32	Weekdays and weekends 1 Practice 4 Reading and listening 3, 6
Overall oral production	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	28 29 30 32	Starter 1, 2 Weekdays and weekends 3 Practice 3 Reading and listening 1, 2
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	28 32, 33 34	Weekdays and weekends 1 Reading and listening 3–5 Speaking 1
Overall spoken interaction	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time.	29 30 34	Weekdays and weekends 5, 6 Practice 1, 2 Speaking 2–3
Overall written production	Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'.	34	Speaking 4
Sociolinguistic appropriateness	Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, suggestions, apologies, etc.	35	Everyday English 1, 2
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs.	30	Vocabulary and speaking 1

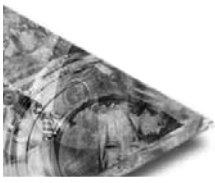


5 Where do you live?

There is/are • Prepositions • *some/any* • *this/that/these/those* • Furniture • Directions 1

Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	36	What's in the living room? 2
		39	Practice 1, 6
Information exchange	Can communicate in simple and routine tasks requiring a simple and direct exchange of information.	37	What's in the living room? 3
		37	Practice 1
		38	What's in the kitchen? 1
		39	Practice 5
		40	Reading and speaking 5
Overall listening comprehension	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	37	Practice 2
		38	What's in the kitchen? 2
		39	Practice 4
		42	Listening and speaking 1, 2
Overall oral production	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	36	Starter 2
		36	What's in the living room? 1
		38	What's in the kitchen? 3
		39	Practice 2, 3
		42	Listening and speaking 3
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	40	Reading and speaking 3, 4
Transactions to obtain goods and services	Can get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets.	43	Everyday English 2–5
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	36	Starter 1
		37	What's in the living room? 4
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs.	40	Reading and speaking 1, 2
		43	Everyday English 1



6 Can you speak English?

can/can't/could/couldn't • was/were • Words that sound the same • On the phone

Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	47	Practice 2–4, 7
Information exchange	Can ask for and provide personal information.	47	Practice 5, 6
Interviewing and being interviewed	Can answer simple questions and respond to simple statements in an interview.	48	Reading and speaking 6
Orthographic control	Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary.	50	Vocabulary and pronunciation 3, 4
Overall listening comprehension	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	45	What can you do? 2
		45	Practice 1
Overall oral production	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	44	Starter 2
		48	Reading and speaking 4, 5
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	44	What can't you do? 1
		45	Practice 2
		48, 49	Reading and speaking 1–3
Overall spoken interaction	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time.	47	Practice 1
Sociolinguistic appropriateness	Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, suggestions, apologies, etc.	51	Everyday English 3, 4
Transactions to obtain goods and services	Can give and receive information about quantities, numbers, prices, etc.	50	Everyday English 1, 2
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	44	Starter 1
		50	Vocabulary and pronunciation 1, 2

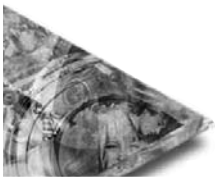


7 Then and now

Past Simple 1 – regular verbs • Irregular verbs • Words that go together • What's the date?

Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Creative writing	Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job.	55	The year I was born 5
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	53	When I was young 4–6
		54	Practice 1
		54	The year I was born 1–3
		55	Practice 3
Information exchange	Can ask for and provide personal information.	54	Practice 2
		55	The year I was born 4
	Can exchange limited information on familiar and routine operational matters.	55	Practice 1–3
		56	Reading and speaking 6
Overall listening comprehension	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	52	When I was young 1–3
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	52	When I was young 1–3
		56	Reading and speaking 4, 5
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	54	Pronunciation 1, 2
Sustained monologue: Describing experience	Can describe people, places and possessions in simple terms.	52	Starter
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	56	Reading and speaking 1, 2
		58	Vocabulary and listening 1–5
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs.	59	Everyday English 1–5

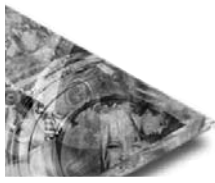


8 A Date to remember

Past Simple 2 – negatives – *ago* • Spelling and silent letters • Special occasions

Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	60	Starter
		60	Famous inventions 1
		62	Practice 3
Informal discussion (with friends)	Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly.	64	Listening and speaking 2
Information exchange	Can exchange limited information on familiar and routine operational matters.	60	Famous inventions 2–4
		65	Everyday English 2, 5
Listening to audio media and recordings	Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.	62	Practice 2
Overall listening comprehension	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	63	Listening and speaking 1–5
Overall oral production	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	63	Listening and speaking 6, 7
		64	Everyday English 2
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	62	Practice 1, 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.	62	Practice 3–6
		64	Vocabulary and pronunciation 1–3
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	61	Practice 1–3
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs	64, 65	Everyday English 1, 3



9 Food you like!

Count and uncount nouns • *I like/I'd like* • *some/any* • *much/many* • Food • Polite requests

Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Conversation	Can say what he/she likes and dislikes.	66	Starter
		66	Food and drink 4
		72	Listening and speaking 1, 4
Creative writing	Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job.	70	Reading and speaking 6
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	67, 68	Practice 1–4
		68	At the market 1, 2
		69	Practice 1–4
Informal discussion (with friends)	Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly.	70	Reading and speaking 5
Overall listening comprehension	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	66	Food and drink 2, 3
		67	<i>I like ... and I'd like ...</i> 1
		68	At the market 3
		72	Listening and speaking 3, 4
Overall oral production	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	70	Reading and speaking 1, 2
		73	Everyday English 1
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	70	Reading and speaking 3, 4
Sociolinguistic appropriateness	Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, suggestions, apologies, etc.	67	<i>I like ... and I'd like ...</i> 2
		73	Everyday English 2–4
Transactions to obtain goods and services	Can give and receive information about quantities, numbers, prices, etc.	68	At the market 4
		69	Practice 4
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs.	66	Food and drink 1
		72	Listening and speaking 2



10 Bigger and better!

Comparatives and superlatives • *have got* • City and country • Directions 2

Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Conversation	Can say what he/she likes and dislikes.	75	Practice 2
		75	Country life 3
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	74	City life 4
		75	Practice 1
		76	Practice 1
		76	The world's best hotels 2
		77	Practice 1, 2, 5
Information exchange	Can ask for and provide personal information. Can give and follow simple directions and instructions, e.g. explain how to get somewhere.	76	Practice 2
		81	Everyday English 3, 4
Listening to announcements and instructions	Can understand simple directions relating to how to get from X to Y, by foot or public transport.	81	Everyday English 1, 2
Overall listening comprehension	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	74	City life 2
		75	Country life 1, 2
		78	Reading and speaking 1
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	76	The world's best hotels 1
		78	Reading and speaking 2, 3
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	74	City life 3
		80	Vocabulary and pronunciation 3
Sustained monologue: Describing experience	Can describe people, places and possessions in simple terms.	74	Starter
		74	City life 5
		76	The world's best hotels 3
		77	Practice 3, 4
		78	Reading and speaking 4, 5
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs.	80	Vocabulary and pronunciation 4
		74	City life 1
		80	Vocabulary and pronunciation 1, 2



11 Looking good!

Present Continuous • Whose? • Clothes • Words that rhyme • In a clothes shop

Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	83	Practice 1
		84	The house is a mess! 2, 3
		85	Practice 1, 3–5
Overall listening comprehension	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	84	Practice 4, 5
		86	Listening and speaking 3
Overall oral production	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	82	Starter 2
		82	Describing people 1, 3
		83	Practice 3
		84	Practice 6
		86, 87	Listening and speaking 1, 2, 6
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	86, 87	Listening and speaking 4, 6
Overall spoken interaction	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time.	83	Practice 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.	85	Practice 2
		88	Vocabulary and pronunciation 1–6
Transactions to obtain goods and services	Can ask about things and make simple transactions in shops, post offices or banks.	89	Everyday English 1–4
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	86	Listening and speaking 4, 5
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs.	82	Starter 1
		84	The house is a mess! 1

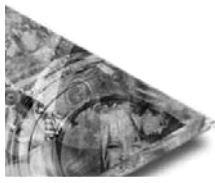


12 Life's an adventure!

going to future • Infinitive of purpose • The weather • Making suggestions

Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Conversation	Can make and respond to invitations, suggestions and apologies.	97	Everyday English 1–4
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	90 91, 92 93	Future plans 2, 3 Practice 1–6 Practice 5
Information exchange	Can ask for and provide personal information.	93	Practice 1, 3, 4
Interviewing and being interviewed	Can answer simple questions and respond to simple statements in an interview.	94	Reading and speaking 5, 6
Listening to audio media and recordings	Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.	96	Vocabulary and speaking 2
Overall listening comprehension	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	90	Future plans 1
Overall oral production	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	93 92	Practice 2 I want to see the world 3
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	92 94	I want to see the world 1, 2 Reading and speaking 3, 4
Overall written production	Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'.	90	Starter 1, 2
Reading for orientation	Can locate specific information in lists and isolate the information required (e.g. use the 'Yellow Pages' to find a service or tradesman).	96	Vocabulary and speaking 3, 4
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	94	Reading and speaking 1, 2
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs.	96	Vocabulary and speaking 1

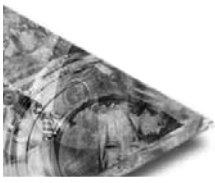


13 Storytime

Question forms • Adjectives and adverbs • Describing feelings • At the chemist's

Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	98	Starter 1, 2
		99	Practice 1, 3
		100	Do it carefully! 1, 2
		100	Practice 1, 5
Information exchange	Can ask for and provide personal information.	99	Practice 4
Overall listening comprehension	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	100	Practice 3
		102–104	Reading and listening 3, 5, 8
Overall oral production	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	98	A quiz 4
		101	Vocabulary 4
		102	Reading and listening 1, 2
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	98	A quiz 1, 2
		102–104	Reading and listening 3–9
Overall written production	Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'.	100	Practice 2
		104	Reading and listening 11
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	98	A quiz 3
		99	Practice 2
Thematic development	Can tell a story or describe something in a simple list of points.	100	Practice 4
Transactions to obtain goods and services	Can ask about things and make simple transactions in shops, post offices or banks.	105	Everyday English 2–3
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	101	Vocabulary 3
		104	Reading and listening 10
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs.	101	Vocabulary 1, 2
		105	Everyday English 1



14 Have you ever?

Present Perfect + *ever, never, yet* and *just* • At the airport

Level: A2

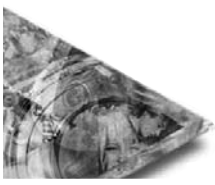
COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	106, 107	In my life 1–5
		107	Practice 1–4
		108	A honeymoon in Venice 3
		109	Practice 1, 2
Information exchange	Can ask for and provide personal information.	108	What has Ryan done? 2–4
		110	Reading and speaking 1
Listening to announcements and instructions	Can catch the main point in short, clear, simple messages and announcements.	113	Everyday English 2
Overall listening comprehension	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	108	What has Ryan done? 1
		108	A honeymoon in Venice 2
		112	Listening and vocabulary 1, 3
		113	Everyday English 3
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	108	A honeymoon in Venice 1
		110	Reading and speaking 3–5
		112	Listening and vocabulary 2
		113	At the airport 1
Sustained monologue: describing experience.	Can describe people, places and possessions in simple terms.	110	Reading and speaking 6
Transactions to obtain goods and services	Can get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets.	113	Everyday English 4
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs.	106	Starter 1, 2
		110	Reading and speaking 2



Writing

Level: A2

COMPONENT	DESCRIPTOR	PAGE	UNIT
Correspondence	Can write very simple personal letters expressing thanks and apology.	115	Unit 4 Informal letters
		125	Unit 14 Writing an email
	Can write a short simple postcard	123	Unit 12 Writing a postcard
Creative writing	Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job.	116	Unit 5 Describing where you live
		118	Unit 7 Describing a holiday
		121	Unit 10 Describing a place
	Can write short, simple imaginary biographies and simple poems about people.	119	Unit 8 Writing about a friend
		124	Unit 13 Writing a story
Notes, messages & forms	Can write short, simple notes and messages relating to matters in areas of immediate need.	120	Unit 9 Filling in forms
Overall written interaction	Can write short, simple formulaic notes relating to matters in areas of immediate need.	117	Unit 6 Formal letters
Overall written production	Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'.	114	Unit 3 Natural writing
		122	Unit 11 Describing people

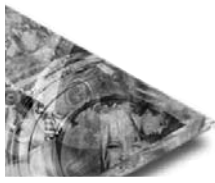


1 Getting to know you

Tenses • Questions • Using a bilingual dictionary • Social expressions 1

Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Creative writing	Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job.	8	Practice 3
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	7	Two students 2
		8	Practice 5
Informal discussion (with friends)	Can agree and disagree with others.	12	Listening and speaking 2, 4
Information exchange	Can ask for and provide personal information.	6	Starter 1, 2
		8	Practice 1, 2
Overall listening comprehension	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	6	Two students 1
		7	Two students 3
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	10	Reading 1–5
		12	Listening and speaking 1
Overall spoken interaction	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time.	8	Practice 4
Reading for orientation	Can locate specific information in lists and isolate the information required (e.g. use the 'Yellow Pages' to find a service or tradesman).	9	Vocabulary 1, 3, 4
Sociolinguistic appropriateness	Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, suggestions, apologies, etc.	13	Everyday English 1–3
Understanding conversation between native speakers	Can generally identify the topic of discussion around him/her, when it is conducted slowly and clearly.	12	Listening and speaking 3, 4
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	9	Vocabulary 2



2 The way we live

Present tenses • *have/have got* • Collocation – daily life • Making conversation

Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
General linguistic range	Can use basic sentence patterns and communicate with memorized phrases, groups of a few words and formulae	20	Listening and speaking 1, 2
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	17	Practice 6
Information exchange	Can ask for and provide personal information.	16	Practice 1, 2
Overall listening comprehension	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	15	People and places 2
		20	Listening and speaking 3, 4
		21	Everyday English 1
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	14	People and places 1
		18	Reading and speaking 1–3
Overall spoken interaction	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time.	16, 17	Practice 3–5
		18	Reading and speaking 4, 5
Sociolinguistic appropriateness	Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, suggestions, apologies, etc.	21	Everyday English 2–5
Sustained monologue: Describing experience	Can describe his/her family, living conditions, educational background, present or most recent job.	15	People and places 3, 4
		17	Vocabulary 3, 4
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	17	Vocabulary 1, 2
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs.	14	Starter 1

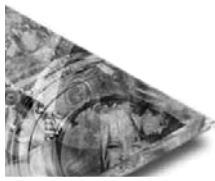


3 It all went wrong

Past tenses • Word formation • Time expressions

Level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Coherence and cohesion	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	25	Practice 4, 5
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	22 23 24 25 27 29	Starter The burglars' friend 2, 4 Newspaper stories 1 Practice 1, 2 Listening and reading 5 Everyday English 3
Information exchange	Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.	23 25 29	Practice 2 Practice 3 Everyday English 4
Overall listening comprehension	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.	23 26	The burglars' friend 3 Listening and reading 1, 2
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	26, 27	Listening and reading 3, 4
Overall written production	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.	23	Practice 1
Reading for information and argument	Can recognize significant points in straightforward newspaper articles on familiar subjects.	22 24	The burglars' friend 1 Newspaper stories 2
Thematic development	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	27	Listening and reading 6
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	28	Vocabulary 1-3
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.	29	Everyday English 1, 2



4 Let's go shopping!

much/many • some/any • a few, a little, a lot of • Articles • Shopping • Prices

Level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Flexibility	Can exploit a wide range of simple language flexibly to express much of what he/she wants.	30	Starter
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	30, 31 31, 32 33	The weekend shop 1–3 Practice 1–5 Practice 1, 2
Overall listening comprehension	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.	36	Vocabulary and listening 2, 3
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	37	Everyday English 1
Sustained monologue: Describing experience	Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest.	32 37	Practice 6 Everyday English 2
Reading for information and argument	Can recognize significant points in straightforward newspaper articles on familiar subjects.	34	Reading 1–4
Transactions to obtain goods and services	Can cope with less routine situations in shops, post offices, banks, e.g. returning an unsatisfactory purchase. Can make a complaint.	37	Everyday English 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.	36	Vocabulary and listening 1

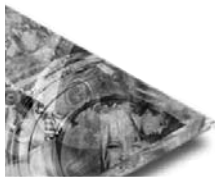


5 What do you want to do?

Verb patterns 1 • Future forms • Hot verbs • How do you feel?

Level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	38	Hopes and ambitions 3
		39	Practice 1, 2
		40	Future intentions 1, 2
		41	Practice 3–5
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 organize an event (e.g. an outing).	41	Practice 1, 2
Overall listening comprehension	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.	38	Hopes and ambitions 1, 2
		44	Listening 1–3
Overall spoken interaction	Can enter unprepared into conversation on familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	39	Practice 3, 4
Reading for information and argument	Can recognize the line of argument in the treatment of the issue presented, though not necessarily in detail.	42	Reading 1–4
Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	45	Everyday English 1–4
Sustained monologue: Describing experience	Can describe dreams, hopes and ambitions.	38	Starter
		41	Practice 6
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	44	Vocabulary 1–3

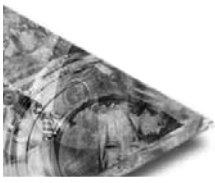


6 Tell me! What's it like?

What...like? • Comparatives and superlatives • Synonyms and antonyms • Directions

Level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Creative writing	Can write accounts of experiences, describing feelings and reactions in simple connected text.	45	Starter 2
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	47	Practice 2, 3
		47	Big, bigger, biggest! 1
Information exchange	Can ask for and follow detailed directions.	53	Everyday English 2–5
Overall listening comprehension	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.	46	World travel 3
		49	Practice 5
		49	Listening and speaking 1, 2
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	46	World travel 1, 2
		48	Practice 1, 2
Overall spoken interaction	Can enter unprepared into conversation on familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	46	World travel 4
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	48	Big, bigger, biggest! 2–4
		52	Vocabulary and pronunciation 2, 5
Reading for information and argument	Can recognize significant points in straightforward newspaper articles on familiar subjects.	50	Reading and speaking 3–5
Sustained monologue: Describing experience	Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest.	48	Practice 3, 4
		49	Listening and speaking 3
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	50	Reading and speaking 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.	52	Vocabulary and pronunciation 1, 3, 4
		53	Everyday English 1

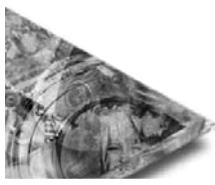


7 Famous couples

Present Perfect • *for, since* • Adverbs, word pairs • Short answers

Level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	54 54, 55 55, 56 57 58	Starter Famous writers 1–3 Practice 1, 4–7 Listening and speaking 4 Reading 6
Information exchange	Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.	55, 56 57	Practice 2, 3, 8 Listening and speaking 5
Interviewing and being interviewed	Can take some initiatives in an interview/consultation (e.g. to bring up a new subject) but is very dependent on interviewer in the interaction.	57	Listening and speaking 6
Reading for information and argument	Can recognize significant points in straightforward newspaper articles on familiar subjects.	58	Reading 1–5
Sustained monologue: Describing experience	Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest.	58	Reading 7
Turntaking	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.	61	Everyday English 1–4
Understanding conversation between native speakers	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.	57	Listening and speaking 1–3
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	60	Vocabulary Adverbs 1–4 Word pairs 1–3

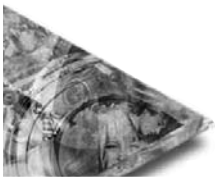


8 Do's and don'ts

have (got) to • *should/must* • Words that go together • At the doctor's

Level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Correspondence	Can write personal letters describing experiences, feelings and events in some detail.	67	Reading and speaking Group work
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	62 64 65	Work, work 2–4 Practice 1, 2 Listening and speaking 4
Information exchange	Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.	63	Practice 2
Interviewing and being interviewed	Can provide concrete information required in an interview/consultation (e.g. describe symptoms to a doctor) but does so with limited precision.	69	Everyday English 2–5
Overall listening comprehension	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.	62 65	Work, work 1 Listening and speaking 2, 3
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	63	Practice 1
Reading correspondence	Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.	66, 67	Reading and speaking 1–4
Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	64 65	Problems, problems 1–3 Listening and speaking 5
Sustained monologue: Describing experience	Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest.	62 63	Starter Practice 4
Sustained monologue: Putting a case (e.g. in a debate)	Can briefly give reasons and explanations for opinions, plans and actions.	63 65	Practice 3 Listening and speaking 1
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	68	Vocabulary 1–4
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.	69	Everyday English 1

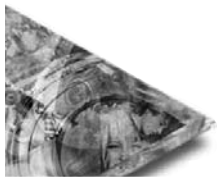


9 Going places

Time clauses • *if* • Hot verbs • In a hotel

Level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Conversation	Can enter unprepared into conversations on familiar topics.	76	Vocabulary 5
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	70 71, 72	The gap year 1, 2 Practice 1, 2, 4, 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 organize an event (e.g. an outing).	72	Practice 3
Listening to audio media and recordings	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.	73	Listening and speaking 2–4
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	73	Listening and speaking 1
Reading for information and argument	Can recognize significant points in straightforward newspaper articles on familiar subjects.	74	Reading and speaking 1–4
Sustained monologue: Describing experience	Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest.	70	Starter
Transactions to obtain goods and services	Can deal with most transactions likely to arise whilst travelling, arranging travel or accommodation, or dealing with authorities during a foreign visit.	77	Everyday English 1–5
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	76	Vocabulary 1–4



10 Scared to death

Verb patterns 2 • *manage to, used to* • *-ed/-ing* adjectives • Exclamations

Level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Conversation	Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	78 81	Starter 1, 2 Vocabulary 4
Flexibility	Can exploit a wide range of simple language flexibly to express much of what he/she wants.	85	Everyday English 1–4
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	79, 80	Practice 1–6
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	84, 85	Listening and speaking 2–4
Reading for information and argument	Can recognize significant points in straightforward newspaper articles on familiar subjects.	78 82	A walk with death 1–3 Reading and speaking 1–5
Sustained monologue: Describing experience	Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest.	84	Listening and speaking 1
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	81	Vocabulary 1–3



11 Things that changed the world

Passives • Verbs and nouns that go together • Notices

Level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	86	Starter 1, 2
		87	Sold worldwide 2
		88, 89	Practice 1–6
Information exchange	Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.	92	Listening and speaking 1, 2
Listening to audio media and recordings	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.	92	Listening and speaking 4, 5
Overall listening comprehension	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.	93	Everyday English 2
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	93	Everyday English 1
Reading for information and argument	Can recognize significant points in straightforward newspaper articles on familiar subjects.	86	Sold worldwide 1
		90	Reading and speaking 1, 2, 4–6
Transactions to obtain goods and services	Can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling, e.g. asking passenger where to get off for an unfamiliar destination.	93	Everyday English 3
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	89	Vocabulary 1–3
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.	90	Reading and speaking 3
		92	Listening and speaking 3



12 Dreams and reality

Second conditional • *might* • Phrasal verbs • Social expressions 2

Level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	94, 95 95 97	Sweet dreams 1–3 Practice 1, 2 Practice 1–4
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 organize an event (e.g. an outing).	96	Practice 3, 4
Listening to audio media and recordings	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.	98	Reading and listening 4, 5
Reading for information and argument	Can recognize significant points in straightforward newspaper articles on familiar subjects.	98	Reading and listening 1–3
Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	101	Everyday English 1–3
Sustained monologue: Describing experience	Can describe dreams, hopes and ambitions.	94	Starter 1–3
Understanding conversation between native speakers	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.	96	Who knows? 1–3
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	100	Vocabulary 1–4

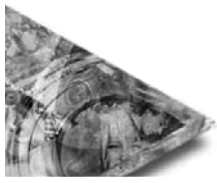


13 Earning a living

Present Perfect Continuous • Word formation • Adverbs • Telephoning

Level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Flexibility	Can exploit a wide range of simple language flexibly to express much of what he/she wants.	109	Everyday English 4, 5
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	102, 103 103, 104	Street life 2–5 Practice 1–4
Information exchange	Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.	102 104 108	Starter 1, 2 Practice 5 Listening and speaking <i>Roleplay</i> 1, 2
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	109	Everyday English 1, 2
Reading for information and argument	Can recognize significant points in straightforward newspaper articles on familiar subjects.	102 106	Street life 1 Reading and speaking 2–5
Understanding conversation between native speakers	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.	108 109	Listening and speaking 1–3 Everyday English 3
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	105	Vocabulary <i>Word formation</i> 1, 2 <i>Adverbs</i> 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.	106	Reading and speaking 1



14 Love you and leave you

Present Perfect • Reported statements • Saying goodbye

Level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Creative writing	Can narrate a story.	112	Practice 7
Flexibility	Can exploit a wide range of simple language flexibly to express much of what he/she wants.	117	Everyday English 1–3
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	110	Starter
		111	A love story 2, 3
		111, 112	Practice 2, 4–6
		113	What did she say? 1–3
		113	Practice 2, 3
Reading for information and argument	Can recognize significant points in straightforward newspaper articles on familiar subjects.	110	A love story 1
Thematic development	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	111	Practice 1, 3

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