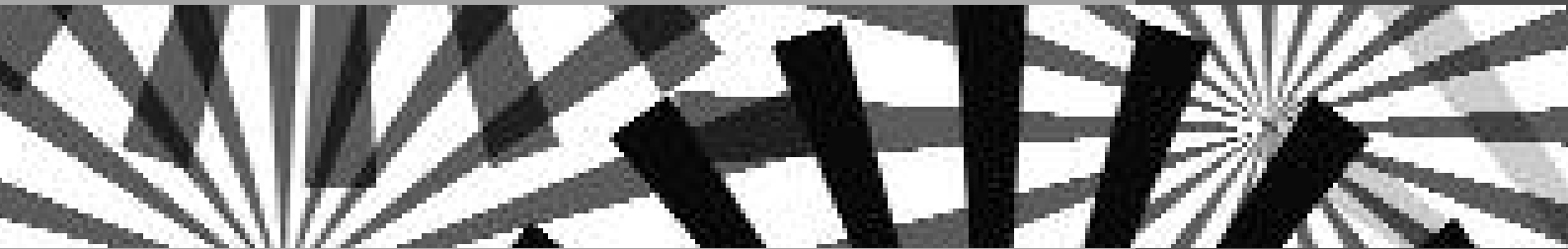


**Karen Ludlow**

**New**  
**ENGLISH FILE**

**Pre-intermediate**



**and the**

**Common European Framework  
of Reference**

**OXFORD**

## 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 English File*. 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 English File Elementary*, *Pre-Intermediate*, and *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 plays 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 English File?

*New English File Elementary* is A1 leading into A2. A2 corresponds to the Cambridge ESOL KET exam, which we'd anticipate most students being able to take successfully around one-third of the way through *New English File Pre-Intermediate*. Stronger students could take KET at the end of *New English File Elementary*.

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

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

## What does the CEF say about teaching and learning?

### ■ Teaching

Here are some of the things that the CEF says about teaching and the teacher's role:

- The CEF doesn't promote a particular language teaching methodology. It suggests that the methods teachers use should be appropriate to the teaching context and the social context. It recognizes that effective teaching depends on lots of variables, and that there's a huge range of possible teaching methods and materials.
- It recognizes that teachers have to think on their feet and be flexible and responsive to their students' needs.
- It suggests that teachers need to understand why they're doing what they do, and help to define their learners' objectives, and it acknowledges that experience is extremely valuable in helping them do this.
- It suggests that teachers should help students as much as they can to develop both their language knowledge and their ability to learn (in class and on their own).

These points offer a reassuring indication that the CEF doesn't set out to change teachers and the way they teach. It encourages a focus on communicative ability (the end result) rather than 'knowing language', but it isn't a new methodology or a new approach to teaching, and it doesn't introduce new syllabus elements. It doesn't tell you what to do – but that's a good thing. It allows for as many different teaching styles as there have always been, and it's not trying to make everyone teach the same things in the same way. We think there are two key points for teachers:

- The CEF focuses on the 'end result' of teaching – if you keep this end in mind too, and if you cover a comprehensive language syllabus and include active work on the four skills, then you don't need to make radical changes to your teaching practices.
- You need not only to teach but also to help your students develop as autonomous learners – partly to improve their current language learning skills, and partly to help them throughout their language learning lives.

### ■ Learning

A real strength of the CEF for students is that it focuses on the positive – on what they can do, not on what they can't do. All levels of performance from A1 upwards are valued, and students should feel positive about the growing list of things that they know they can do.

Here are some of the things the CEF says about learning and the learner's role:

- Language teaching needs to be 'learner-centred' because it is ultimately the learner who has to do the learning.
- Learners need to take more responsibility for planning and carrying out their own learning. They sometimes tend to be 'reactive' (they do what the teacher tells them to do) but they need to be autonomous, and to study effectively on their own ...
- ... so they need to 'learn to learn' and to be made aware of the ways they can do this.

These statements stress that language learning is ultimately in the hands of the learner, and that we need to help students not only by teaching them, but also by encouraging them to learn independently.

### ***Is New English File compatible with the CEF?***

Yes, definitely. The CEF focuses on using language in real, communicative contexts, and so does *New English File*. 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 English File* 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 English File* fits with the aims of the CEF:

- The **Grammar, Vocabulary, and Pronunciation** syllabus gives students the linguistic competences they need to be able to communicate successfully.
- Regular **receptive and productive work** on the four skills – every lesson has speaking activities, and every File has listening, reading, and writing – emphasises what students do with English.
- Clear **lesson aims** are given for each lesson, so learners know what the lesson objectives are.
- The **Practical English** lessons are based on situations in which learners may find themselves – these all focus on language use for real, concrete purposes, and the division of language into 'You hear' and 'You say' helps to develop both the receptive and productive competences of learners.
- The 'What can you do?' pages at the end of every File ask students to see what they can achieve with language they have studied – a strong focus on the 'end result'.
- The **English File Pronunciation pictures** help students to work on pronunciation autonomously, and to use dictionaries more effectively.
- The **Workbook, MultiROM, and student's website** all give students extra practice and learning resources.
- **Workbook Study** ideas give tips for using dictionaries and remembering new words (and their pronunciation).
- The **Study Link** feature helps students see where they can find extra help and extra practice – one of the main obstacles to autonomous learning is that students don't know what to do to improve their English, and **Study Link** helps to make it clear. There are regular **Study Link** references to the Grammar Bank, the Vocabulary Bank, the MultiROM, and the student's website.
- The **Teacher's Book** gives you all the support you need, including extra photocopiable material and ideas so you can 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 English File*. 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](http://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

<b>proficient</b>	<b>C2</b>	Mastery	This level isn't 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.
	<b>C1</b>	Effective Operational Proficiency	At this level students command a wide range of language.
<b>independent</b>	<b>B2</b>	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.
	<b>B1</b>	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.
<b>basic</b>	<b>A2</b>	Waystage	This level has lots of descriptors for social functions, for example greeting people, asking about work and free time, and making invitations.
	<b>A1</b>	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 <b>A1</b>, which includes descriptors like 'can say <i>yes, no, please, thank you</i>', 'can use some basic greetings', 'can fill in uncomplicated forms'.</p> <p>The CEF also recognizes that there can be levels between these six global levels, like <b>A2+</b>, <b>B1+</b> and <b>B2+</b>.</p>			<p>For a breakdown of the six global levels above, see chapter 3 of the CEF.</p> <p>For detailed scales for each area of competence, see chapter 4 of the CEF.</p>

## Level: A2

DESCRIPTOR	STUDENT'S BOOK PAGES
<b>Coherence and cohesion:</b> <b>A2</b> User can link groups of words with simple connectors like 'and', 'but' and 'because'.	22
<b>Conversation:</b> <b>A2</b> User can use everyday polite forms of greeting and address. <b>A2</b> User can make and respond to invitations, suggestions and apologies. <b>A2</b> User can say what he/she likes/dislikes.	12, 24 36 9
<b>Correspondence:</b> <b>A2</b> User can write very simple personal letters expressing thanks and apology.	37
<b>Creative writing:</b> <b>A2</b> User can write a series of simple phrases and sentences about their family, living conditions, educational background, present and most recent job.	13
<b>Flexibility:</b> <b>A2</b> User can expand learned phrases through simple re-combinations of their elements.	31
<b>General linguistic range:</b> <b>A2</b> User can use basic sentence patterns and communicate with memorized phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions, etc.	33
<b>Grammatical accuracy:</b> <b>A2</b> User can use some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	5, 6, 7, 8, 10, 13, 17, 18, 20, 25, 28, 30, 33, 35
<b>Identifying cues and inferring:</b> <b>A2</b> User can use the idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from context.	6, 32
<b>Informal discussion:</b> <b>A2</b> User can make and respond to suggestions.	33
<b>Information exchange:</b> <b>A2</b> User can communicate in simple and routine tasks requiring a simple and direct exchange of information.	4, 5, 8, 11, 12, 19, 31
<b>Listening to audio media and recordings:</b> <b>A2</b> User can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.	11, 31
<b>Orthographic control:</b> <b>A2</b> User can copy short sentences on everyday subjects.	20, 31
<b>Overall listening comprehension:</b> <b>A2</b> User can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	5, 7, 8, 9, 12, 17, 19, 21, 23, 24, 29, 33, 34, 35, 36
<b>Overall oral production:</b> <b>A2</b> User 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 in a list.	4, 7, 9, 19

<b>Overall reading comprehension:</b> <b>A2</b> User can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	6, 10, 20, 21, 22, 23, 25, 28, 32, 34, 35
<b>Overall spoken interaction:</b> <b>A2</b> User 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.	4, 7, 17, 19, 20, 21, 29
<b>Overall written production:</b> <b>A2</b> User can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'.	25
<b>Phonological control:</b> <b>A2</b> Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	4, 5, 7, 8, 11, 12, 17, 19, 21, 23, 24, 29, 31, 32, 35, 36
<b>Planning:</b> <b>A2</b> User can recall and rehearse an appropriate set of phrases from his/ her repertoire.	18
<b>Reading correspondence:</b> <b>A2</b> User can understand short simple personal letters. <b>A2</b> User can understand basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation, etc) on familiar topics.	13 37
<b>Reading for information and argument:</b> <b>A2</b> User can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.	16, 17, 18, 19
<b>Reading for orientation:</b> <b>A2</b> User can locate information in lists and isolate the information required.	29
<b>Sustained monologue: Describing experience</b> <b>A2</b> User can describe his/her family, living conditions, educational background, present or most recent job. <b>A2</b> User can describe people, places and possessions in simple terms.	7 9, 10
<b>Thematic development:</b> <b>A2</b> User can tell a story or describe something in a simple list of points.	19, 23
<b>Transaction to obtain goods and services:</b> <b>A2</b> User can order a meal.	36
<b>Vocabulary control:</b> <b>A2</b> User can control a narrow repertoire dealing with everyday concrete needs.	6, 8, 9, 10, 16, 17, 19, 23, 29, 30, 33, 35
<b>Vocabulary range:</b> <b>A2</b> User has a sufficient vocabulary for the expression of basic communicative needs.	5, 11, 12, 24, 29, 36

## Level: B1

DESCRIPTOR	STUDENT'S BOOK PAGES
<p><b>Coherence and cohesion:</b>  <b>B1</b> User can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points.</p>	97
<p><b>Conversation:</b>  <b>B1</b> User can establish social contact: greetings and farewells, introductions, giving thanks.</p>	48, 72, 84
<p><b>Correspondence:</b>  <b>B1</b> User can write personal letters describing experiences, feelings and events in some detail.  <b>B1</b> User can understand the description of events, feelings and wishes in personal letters well enough to be able to correspond regularly with a pen friend.</p>	61, 73 73
<p><b>Creative writing:</b>  <b>B1</b> User can write very short, basic descriptions of events, past activities or personal experiences.  <b>B1</b> User can write about everyday aspects of his/her environment, e.g. people, places, a job or study experiences in linked sentences.  <b>B1</b> User can write accounts of experiences, describing feelings and reactions in simple connected text.</p>	43, 49, 85 97
<p><b>Flexibility:</b>  <b>B1</b> User can adapt well rehearsed memorized simple phrases to particular circumstances through limited lexical substitution.</p>	41, 47, 61, 65, 69, 94, 95
<p><b>Goal-oriented co-operation:</b>  <b>B1</b> User can discuss what to do next, making and responding to suggestions, asking for and giving directions.  <b>B1</b> User can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.</p>	48 60
<p><b>Grammatical accuracy:</b>  <b>B1</b> User can use reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.</p>	41, 42, 44, 47, 49, 52, 54, 56, 58, 64, 66, 68, 73, 76, 78, 80, 82, 83, 85, 88, 89, 90, 92, 94, 101, 102, 103
<p><b>Identifying cues and inferring:</b>  <b>B1</b> User can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.</p>	43, 44, 76, 80
<p><b>Informal discussion:</b>  <b>B1</b> User can give and seek personal views and opinions in discussing topics of interest.</p>	43, 46, 54, 56, 57, 69, 79, 82, 83, 88, 90, 91
<p><b>Information exchange:</b>  <b>B1</b> User can obtain more detailed information.  <b>B1</b> User can deal with everyday practical demands; finding out and passing on factual information.  <b>B1</b> User can ask and answer questions about pastimes and past activities.</p>	61 72, 96 81
<p><b>Interview and being interviewed:</b>  <b>B1</b> User can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.</p>	45, 52, 91, 93
<p><b>Listening to announcements and instructions:</b>  <b>B1</b> User can follow detailed directions.</p>	48
<p><b>Orthographic control:</b>  <b>B1</b> Spelling, punctuation and layout are accurate enough to be followed most of the time.</p>	49, 61, 73, 81

<p><b>Overall listening comprehension:</b></p> <p><b>B1</b> User 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.</p> <p><b>B1</b> User can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.</p> <p><b>B1</b> User can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.</p>	<p>41, 43, 45, 47, 55, 57, 66, 76, 82, 89, 93, 94,</p> <p>41, 42, 43, 53, 56, 59, 60, 67, 68, 72, 84, 93, 96, 102</p> <p>48, 60, 72, 79, 81, 84, 88, 96</p>
<p><b>Overall oral production:</b></p> <p><b>B1</b> User can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.</p>	<p>40, 55, 57, 59, 69, 76, 79, 81, 89, 103</p>
<p><b>Overall reading comprehension:</b></p> <p><b>B1</b> User can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.</p> <p><b>B1</b> User can read straight-forward factual texts on subjects related to his/her field of interest with a satisfactory level of comprehension.</p>	<p>40, 42, 45, 46, 53, 56, 59, 64, 65, 66, 69, 76, 78, 79, 83, 85, 88, 91, 94, 95, 97</p> <p>49, 52</p>
<p><b>Overall spoken interaction:</b></p> <p><b>B1</b> User can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.</p>	<p>40, 41, 42, 47, 53, 55, 57, 58, 59, 67, 69, 76, 78, 79, 83, 89, 92, 95, 103</p>
<p><b>Phonological control:</b></p> <p><b>B1</b> User: pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.</p>	<p>40, 43, 44, 47, 48, 53, 55, 56, 59, 60, 65, 66, 69, 72, 76, 78, 81, 83, 84, 89, 90, 93, 95, 96, 101, 103</p>
<p><b>Planning:</b></p> <p><b>B1</b> User can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.</p>	<p>59, 73, 79, 81</p>
<p><b>Propositional precision:</b></p> <p><b>B1</b> User can convey simple, straightforward information of immediate relevance, getting across which point he/she feels is most important.</p>	<p>44</p>
<p><b>Reading for information and argument:</b></p> <p><b>B1</b> User can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.</p> <p><b>B1</b> User can identify the main conclusions in clearly signalled argumentative texts.</p> <p><b>B1</b> User can recognize significant points in straightforward newspaper articles on familiar subjects.</p>	<p>43</p> <p>44, 90, 93</p> <p>54, 67, 80, 100, 101</p>
<p><b>Reading for orientation:</b></p> <p><b>B1</b> User can find and understand relevant information in everyday material, such as letters, brochures and short official documents.</p> <p><b>B1</b> User can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.</p>	<p>61</p>
<p><b>Reading instructions:</b></p> <p><b>B1</b> User can understand clearly written, straightforward instructions. Can understand regulations when expressed in simple language.</p>	<p>58</p>
<p><b>Sociolinguistic appropriateness:</b></p> <p><b>B1</b> User is aware of the salient politeness conventions and acts appropriately.</p>	<p>53</p>
<p><b>Sustained monologue: Describing experience</b></p> <p><b>B1</b> User can describe past activities and personal experiences.</p> <p><b>B1</b> User can relate details of unpredictable occurrences, e.g. an accident.</p>	<p>80, 81</p> <p>89</p>

<p><b>Thematic development:</b></p> <p><b>B1</b> User can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.</p>	78, 81, 102
<p><b>Transaction to obtain goods and services:</b></p> <p><b>B1</b> User can cope with less routine situations in shops, post offices, banks, e.g. returning an unsatisfactory purchase.</p> <p><b>B1</b> User can deal with common aspects of everyday living such as travel, lodgings, eating and shopping.</p> <p><b>B1</b> User can ask for and provide everyday goods and services.</p>	60 72, 84 72
<p><b>Vocabulary control:</b></p> <p><b>B1</b> User can show a good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics or situations.</p>	40, 47, 49, 54, 57, 59, 64, 67, 68, 69, 73, 76, 78, 81, 85, 89, 92, 93, 100, 101, 103
<p><b>Vocabulary range:</b></p> <p><b>B1</b> User has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.</p> <p><b>B1</b> User has sufficient vocabulary to express himself/herself with some circumlocutions on most topics pertinent to his/her everyday life, such as family, hobbies and interests, work, travel, and current affairs.</p>	48, 60, 72, 84, 96 53, 55, 58



## 1A Who's who?

### Framework Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Information exchange	Can communicate in simple and routine tasks requiring a simple and direct exchange of information.	4	<b>1 Introducing yourself</b> a, b
		5	<b>4 Listening &amp; Speaking</b> b
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 in a list.	4	<b>2 Getting to know each other</b> c
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.	4	<b>2 Getting to know each other</b> a, c
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	5	<b>3 Grammar</b> a, b
Overall listening comprehension	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	5	<b>4 Listening &amp; Speaking</b> a
		5	<b>6 Pronunciation</b> d
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs.	5	<b>5 Classroom language</b> a, b
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	4	<b>2 Getting to know each other</b> b
		5	<b>6 Pronunciation</b> a–e

## 1B Who knows you better?

### Framework level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Vocabulary control	Can control a narrow repertoire dealing with everyday concrete needs.	6	<b>1 Vocabulary</b> a–c
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	6	<b>2 Reading</b> a–c
Identifying cues and inferring	Can use the idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.	6	<b>2 Reading</b> 2 d
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	<b>3 Grammar</b> 3 a–c

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.	7	<b>3 Grammar</b>	d
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	7	<b>5 Pronunciation</b>	a–d
Overall listening comprehension	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	7	<b>4 Listening</b>	a–c
Sustained monologue: Describing experience	Can describe his/her family, living conditions, educational background, present or most recent job.	7	<b>6 Speaking</b>	a, b
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 in a list.	7	<b>6 Speaking</b>	b

## 1C At the Moulin Rouge

### Framework level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Vocabulary control	Can control a narrow repertoire dealing with everyday concrete needs.	8	<b>1 Vocabulary</b> a–d
		9	<b>5 Speaking</b> a
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	8	<b>2 Pronunciation</b> a, b, c
Information exchange	Can communicate in simple and routine tasks requiring a simple and direct exchange of information.	8	<b>3 Grammar</b> a
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	8	<b>3 Grammar</b> b, c
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.	8	<b>4 Listening</b> a, b
		9	<b>6 Song</b>
Sustained monologue: Describing experience	Can describe people, places and possessions in simple terms.	9	<b>5 Speaking</b> b
Conversation	Can say what he/she likes/dislikes.	9	<b>5 Speaking</b> c, d
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 in a list.	9	<b>5 Speaking</b> b

# 1D The Devil's Dictionary

## Framework level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	10	<b>1 Reading</b> a–c
Vocabulary control	Can control a narrow repertoire dealing with everyday concrete needs.	10	<b>1 Reading</b> d, e
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.	10	<b>2 Grammar</b> a, b
Sustained monologue: Describing experience	Can describe people, places and possessions in simple terms.	10	<b>2 Grammar</b> c
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.	11	<b>3 Listening</b> a, b
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs.	11	<b>4 Vocabulary</b> a–c
Information exchange	Can communicate in simple and routine tasks requiring a simple and direct exchange of information.	11	<b>5 Speaking</b> a, b
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	11	<b>6 Pronunciation</b> a, b

## 1 Practical English At the airport

### Framework level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	12	<b>The story so far</b>
		12	<b>At immigration</b> a, b
		12	<b>Social English</b> a, b
Information exchange	Can ask for and provide personal information.	12	<b>At immigration</b> d
Conversation	Can use everyday polite forms of greeting and address.	12	<b>At immigration</b> d
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.	12	<b>At immigration</b> c
		12	<b>Social English</b> c
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs.	12	<b>Social English</b> b

# 1 Writing Describing yourself

## Framework level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Reading correspondence	Can understand short simple personal letters.	13	<b>Describing yourself</b> a, b
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.	13	<b>Describing yourself</b> a
Creative writing	Can write a series of simple phrases and sentences about their family, living conditions, educational background, present and most recent job.	13	<b>Describing yourself</b> Write/Check

# 2A Right place, wrong time

## Framework level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Vocabulary control	Can control a narrow repertoire dealing with everyday concrete needs.	16 17	<b>1 Vocabulary</b> a, b <b>2 Reading</b> c
Reading for information and argument	Can identify specific information in simpler written material he she encounters such as letters, brochures and short newspaper articles describing events.	16, 17	<b>2 Reading</b> a, b
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	<b>3 Grammar</b> a–d
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.	17	<b>4 Pronunciation</b> a–d
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.	17	<b>5 Listening</b> a, b
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.	17	<b>6 Speaking</b> a–c

# 2B A moment in time

## Framework level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Reading for information and argument	Can identify specific information in simpler written material he she encounters such as letters, brochures and short newspaper articles describing events.	18 19	<b>1 Grammar</b> a, b <b>2 Reading &amp; Listening</b> a, b
Planning	Can recall and rehearse an appropriate set of phrases from his/her repertoire.	18	<b>1 Grammar</b> c

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.	18	<b>1 Grammar</b>	d, e
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.	19	<b>2 Reading &amp; Listening</b>	c, d
Vocabulary control	Can control a narrow repertoire dealing with everyday concrete needs.	19	<b>3 Vocabulary</b>	a, b
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.	19	<b>4 Pronunciation</b>	a–d
Information exchange	Can communicate in simple and routine tasks requiring a simple and direct exchange of information.	19	<b>4 Pronunciation</b>	e
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 in a list.	19	<b>5 Speaking</b>	b
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.	19	<b>5 Speaking</b>	b

## 2C Fifty years of pop

### Framework level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall spoken interaction	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time.	20 21	<b>1 Vocabulary &amp; Speaking</b> a <b>4 Speaking</b>
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.	20	<b>1 Vocabulary &amp; Speaking</b> b
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	20 21	<b>1 Vocabulary &amp; Speaking</b> c <b>5 Reading</b> a, b
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.	21	<b>3 Pronunciation</b> a–d
Orthographic control	Can copy short sentences on everyday subjects.	20	<b>3 Pronunciation</b> e
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.	21	<b>6 Song</b>

## 2D One October evening

### Framework level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	22	<b>1 Reading</b> a, b
		23	<b>5 Speaking</b> a
Coherence and cohesion	Can link groups of words with simple connectors like 'and', 'but' and 'because'.	22	<b>2 Grammar</b> a, b
Vocabulary control	Can control a narrow repertoire dealing with everyday concrete needs.	23	<b>3 Vocabulary</b> a, b
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.	23	<b>4 Pronunciation</b> a, b
Thematic development	Can tell a story or describe something in a simple list of points.	23	<b>5 Speaking</b> b
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.	23	<b>6 Listening</b> a–c

## 2 Practical English At the conference hotel

### Framework level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	24	<b>Checking in</b>
		24	<b>Calling reception</b> a, b
		24	<b>Social English</b> a, b
Transaction to obtain goods and services	Can order a meal.	24	<b>Calling reception</b> d
Conversation	Can use everyday polite forms of greeting and address.	24	<b>Calling reception</b> d
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.	24	<b>Calling reception</b> c
		24	<b>Social English</b> c
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs.	24	<b>Social English</b> b

## 2 Writing The story behind the photo

### Framework level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	25	<b>The story behind the photo</b> a

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.	25	<b>The story behind the photo</b> b
Overall written production	Can write a series of simple phrases and sentences linked with simple connectors like ‘and’, ‘but’ and ‘because’.	25	<b>The story behind the photo</b> Write/Check

### 3A Where are you going?

#### Framework level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	28	<b>1 Reading</b> a–c
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	<b>2 Grammar</b> a–c
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	<b>3 Listening</b> a, b
Vocabulary control	Can control a narrow repertoire dealing with everyday concrete needs.	29	<b>4 Vocabulary</b> a, b
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.	29	<b>5 Pronunciation</b> a, b
Vocabulary range	Has a sufficient vocabulary for the expression of basic needs.	29	<b>4 Vocabulary</b> c
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	<b>6 Speaking</b> a, b
Reading for orientation	Can locate information in lists and isolate the information required.	29	<b>6 Speaking</b> b

### 3B The pessimist’s phrase book

#### Framework 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.	30	<b>1 Grammar</b> a–f
Vocabulary control	Can control a narrow repertoire dealing with everyday concrete needs.	30	<b>2 Vocabulary</b> a, b
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.	31	<b>3 Pronunciation</b> a, b

Orthographic control	Can copy short sentences on everyday subjects.	31	<b>3 Pronunciation</b>	c
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.	31	<b>4 Listening</b>	a–e
Flexibility	Can expand learned phrases through simple re-combinations of their elements.	31	<b>5 Speaking</b>	a
Information exchange	Can communicate in simple and routine tasks requiring a simple and direct exchange of information.	31	<b>5 Speaking</b>	b

### 3C I'll always love you

#### Framework level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	32	<b>1 Reading</b> a, b
Identifying cues and inferring	Can use the idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.	32	<b>1 Reading</b> c
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.	32	<b>2 Pronunciation</b> a, b
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.	33	<b>3 Grammar</b> a–d
Vocabulary control	Can control a narrow repertoire dealing with everyday concrete needs.	33	<b>4 Vocabulary</b> a, b
General linguistic range	Can use basic sentence patterns and communicate with memorized phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions, etc.	33	<b>4 Vocabulary</b> c
Informal discussion	Can make and respond to suggestions.	33	<b>5 Speaking</b>
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.	33	<b>6 Song</b>

### 3D I was only dreaming

#### Framework level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	34, 35	<b>1 Reading &amp; Listening</b> a–f

Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	34, 35	<b>1 Reading &amp; Listening</b>	c, d
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.	35	<b>2 Grammar</b>	a–c
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.	35	<b>3 Pronunciation</b>	a, b
Thematic development	Can tell a story or describe something in a simple list of points.	35	<b>4 Speaking</b>	
Vocabulary control	Can control a narrow repertoire dealing with everyday concrete needs.	35	<b>5 Vocabulary</b>	

### 3 Practical English Restaurant problems

#### Framework level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	36	<b>Ordering a meal</b>
		36	<b>Problems with a meal</b> a, b
		36	<b>Social English</b> a, b
Transaction to obtain goods and services	Can order a meal.	36	<b>Problems with a meal</b> d
Conversation	Can make and respond to invitations, suggestions and apologies.	36	<b>Problems with a meal</b> d
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.	36	<b>Problems with a meal</b> c
		36	<b>Social English</b> c
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs.	36	<b>Social English</b> b

### 3 Writing An informal letter

#### Framework level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Reading correspondence	Can understand basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation etc.) on familiar topics.	37	<b>An informal letter</b> a–c
Correspondence	Can write very simple personal letters expressing thanks and apology.	37	<b>An informal letter</b> Write/ Check

## 4A From rags to riches

### Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	40	1 Grammar a, b
Overall oral production	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.	40	1 Reading & Vocabulary a
Vocabulary control	Shows a good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics or situations.	40	1 Reading & Vocabulary c, d
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	40	2 Pronunciation a, b
Overall spoken interaction	Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	40 41 41	2 Pronunciation b 4 Grammar a 5 Speaking b
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.	41	3 Listening
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	41 41	4 Grammar b, c 5 Speaking a
Flexibility	Can adapt well rehearsed memorized simple phrases to particular circumstances through limited lexical substitution.	41	5 Speaking b
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.	41	6 Song

## 4B Family conflicts

### Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	42	1 Vocabulary a, b
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	42 42	1 Vocabulary a 2 Grammar c, d
Overall spoken interaction	Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	42	1 Vocabulary c
Overall listening comprehension	Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.	42 43	2 Grammar a, b 3 Pronunciation & Speaking c

Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	43	<b>3 Pronunciation &amp; Speaking</b>	a
Overall spoken interaction	Can describe plans and arrangements, habits and routines, past activities and personal experiences.	43	<b>3 Communication</b>	b
Informal discussion	Can give and seek personal views and opinions in discussing topics of interest.	43	<b>4 Reading</b>	a, e
Reading for information and argument	Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.	43	<b>4 Reading</b>	b, c
Identifying cues and inferring	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	43	<b>4 Reading</b>	d
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.	43	<b>4 Reading</b>	f

## 4C Faster, faster!

### Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Reading for information and argument	Can identify the main conclusions in clearly signaled argumentative texts.	44	<b>1 Grammar</b> a, b
		44	<b>3 Reading &amp; Vocabulary</b> a
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	44	<b>1 Grammar</b> c, d
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	44	<b>2 Pronunciation</b> 2
Propositional precision	Can convey simple, straightforward information of immediate relevance, getting across which point he/she feels is most important.	44	<b>3 Reading &amp; Vocabulary</b> b
Identifying cues and inferring	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	44	<b>3 Reading &amp; Vocabulary</b> b
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	45	<b>4 Listening &amp; Speaking</b> a
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.	45	<b>4 Listening &amp; Speaking</b> a, b
Interview and being interviewed	Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.	45	<b>4 Listening &amp; Speaking</b> c

## 4D The world's friendliest city

### Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	46	<b>1 Reading &amp; Listening</b> a, b
Informal discussion	Can give and seek personal views and opinions in discussing topics of interest.	46	<b>1 Reading &amp; Listening</b> a
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.	47	<b>1 Listening</b> c
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	47	<b>2 Grammar</b> a-c
Vocabulary control	Shows a good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics or situations.	47	<b>3 Vocabulary</b> a, b
Overall spoken interaction	Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	47 47 47	<b>3 Vocabulary</b> c <b>4 Speaking</b> a, b <b>5 Speaking</b> a, b
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	47	<b>4 Pronunciation</b> a-c
Flexibility	Can adapt well rehearsed memorized simple phrases to particular circumstances through limited lexical substitution.	47	<b>4 Speaking</b> b

## 4 Practical English Lost in San Francisco

### Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Listening to announcements and instructions	Can follow detailed directions.	48 48	<b>Directions</b> <b>Asking for information</b> a, b
Overall listening comprehension	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.	48	<b>Social English</b> a, b
Goal-orientated co-operation	Can discuss what to do next, making and responding to suggestions, asking for and giving directions.	48	<b>Asking for information</b> d
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	48	<b>Asking for information</b> c <b>Social English</b> c
Conversation	Can establish social contact: greetings and farewells; introductions, giving thanks.	48	<b>Social English</b> b
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	48	<b>Social English</b> b

## 4 Writing Describing where you live

### Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field of interest with a satisfactory level of comprehension.	49	Describing where you live a
Vocabulary control	Shows a good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics or situations.	49	Describing where you live b
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	49	Describing where you live c
Creative writing	Can write about everyday aspects of his/her environment, e.g. people, places, a job or study experiences in linked sentences.	49	Describing where you live Write
Orthographic control	Spelling, punctuation and layout are accurate enough to be followed most of the time.	49	Describing where you live Check

## 5A Are you a party animal?

### Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Interview and being interviewed	Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.	52	1 Speaking
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field of interest with a satisfactory level of comprehension.	52	Grammar a, b
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	52	2 Grammar a-d
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	53	3 Reading & Listening a
Sociolinguistic appropriateness	Is aware of the salient politeness conventions and acts appropriately.	53	3 Reading & Listening b, c
Overall listening comprehension	Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.	53	3 Reading & Listening b, c
Vocabulary range	Has sufficient vocabulary to express himself/herself with some circumlocutions on most topics pertinent to his/her everyday life, such as family, hobbies and interests, work, travel, and current events.	53	4 Vocabulary a, b
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	53	5 Pronunciation & Speaking a, b
Overall spoken interaction	Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	53	5 Pronunciation & Speaking c

## 5B What makes you feel good?

### Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Reading for information and argument	Can recognize significant points in straightforward newspaper articles on familiar subjects.	54	1 Reading a, b
Informal discussion	Can give and seek personal views and opinions in discussing topics of interest.	54	1 Reading b
Vocabulary control	Shows a good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics or situations.	54	1 Reading c
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	54	2 Grammar a-d
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	55	3 Pronunciation a-c
Vocabulary range	Has sufficient vocabulary to express himself/herself with some circumlocutions on most topics pertinent to his/her everyday life, such as family, hobbies and interests, work, travel, and current events.	55	4 Vocabulary & Speaking a-c
Overall oral production	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.	55	4 Vocabulary & Speaking c
Overall spoken interaction	Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	55 55	4 Listening a, b 4 Vocabulary & Speaking c
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.	55	5 Listening c, d

## 5C How much can you learn in a month?

### Framework 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.	56 56	1 Grammar a-d 2 Pronunciation c
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	56	2 Pronunciation a, b
Overall listening comprehension	Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.	56	1 Pronunciation b
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	56	3 Reading and Listening b
Informal discussion	Can give and seek personal views and opinions in discussing topics of interest.	56, 57	3 Reading and Listening a, b

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.	57	<b>3 Reading and Listening</b>	d
Overall oral production	Can reasonably fluently sustain an straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.	57	<b>4 Speaking</b>	a, b
Overall spoken interaction	Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	57	<b>4 Speaking</b>	a, b
Vocabulary control	Shows a good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics or situations.	57	<b>5 Vocabulary</b>	a, b

## 5D The name of the game

### Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Vocabulary range	Has sufficient vocabulary to express himself/herself with some circumlocutions on most topics pertinent to his/her everyday life, such as family, hobbies and interests, work, travel, and current events.	58	<b>1 Vocabulary &amp; Speaking</b> a, b, e, f
Overall spoken interaction	Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	58	<b>1 Vocabulary &amp; Speaking</b> c, d
Reading instructions	Can understand clearly written, straightforward instructions. Can understand regulations when expressed in simple language.	58	<b>2 Grammar</b> a
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	58	<b>2 Grammar</b> c, d
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	59	<b>3 Pronunciation</b> a, b
Vocabulary control	Shows a good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics or situations.	59	<b>4 Reading &amp; Speaking</b> b
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	59	<b>4 Reading &amp; Speaking</b> c
Overall spoken interaction	Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	59	<b>4 Reading &amp; Speaking</b> d
Overall oral production	Can reasonably fluently sustain an straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.	59	<b>4 Reading &amp; Speaking</b> d

Planning	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	59	Reading & Speaking 4 d
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.	59	Song 5

## 5 Practical English At a department store

### Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.	60	Buying clothes
		60	Taking something back a, b
		60	Social English a
Overall listening comprehension	Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.	60	Taking something back a, b
		60	Social English b
Transaction to obtain goods and services	Can cope with less routine situations in shops, post offices, banks, e.g. returning an unsatisfactory purchase.	60	Taking something back d
	Can deal with common aspects of everyday living such as travel, lodgings, eating and shopping.		
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	60	Taking something back c
		60	Social English c
Goal-oriented co-operation	Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.	60	Taking something back d
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	60	Social English b

## 5 Writing A formal e-mail

### Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Reading for orientation	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	61	A formal e-mail a
Flexibility	Can adapt well rehearsed memorized simple phrases to particular circumstances through limited lexical substitution.	61	A formal e-mail b
Reading for orientation	Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.	61	A formal e-mail c
Correspondence	Can write personal letters describing experiences, feelings and events in some detail.	61	A formal e-mail Write

Information exchange	Can obtain more detailed information.	61	<b>A formal e-mail</b>	Write
Orthographic control	Spelling, punctuation and layout are accurate enough to be followed most of the time.	61	<b>A formal e-mail</b>	Check

## 6A If something bad can happen, it will

### Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	64 64, 65	<b>1 Grammar</b> a, b <b>3 Reading</b> b–d
Flexibility	Can adapt well rehearsed memorized simple phrases to particular circumstances through limited lexical substitution.	65 65	<b>3 Reading</b> e <b>5 Speaking</b>
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used ‘routines’ and patterns associated with more predictable situations.	64	<b>1 Grammar</b> d, e
Vocabulary control	Shows a good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics or situations.	64	<b>2 Vocabulary</b> a, b
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	65	<b>4 Pronunciation</b> a–d

## 6B Never smile at a crocodile

### Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	66	<b>1 Speaking &amp; Listening</b> a
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.	66	<b>1 Speaking &amp; Listening</b> b, c
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used ‘routines’ and patterns associated with more predictable situations.	66	<b>2 Grammar</b> a, b
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	66	<b>3 Pronunciation</b> a, b
Overall spoken interaction	Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	67 67	<b>4 Vocabulary</b> a <b>5 Speaking</b>

Vocabulary control	Shows a good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics or situations.	67	<b>4 Vocabulary</b>	b
Reading for information and argument	Can recognize significant points in straightforward newspaper articles on familiar subjects.	67	<b>6 Reading</b>	a–d
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.	67	<b>7 Song</b>	

## 6C Decisions, decisions

### Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Vocabulary control	Shows a good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics or situations.	68	<b>1 Speaking</b> a
		69	<b>5 Vocabulary</b> a, c
Interview and being interviewed	Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.	68	<b>1 Speaking</b> b
Overall listening comprehension	Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.	68	<b>2 Grammar</b> a, b
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	68	<b>2 Grammar</b> c, d
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	69	<b>3 Pronunciation &amp; Speaking</b> a
		69	<b>5 Vocabulary</b> b
Flexibility	Can adapt well rehearsed memorized simple phrases to particular circumstances through limited lexical substitution.	69	<b>3 Pronunciation &amp; Speaking</b> b
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	69	<b>4 Reading</b> b
Informal discussion	Can give and seek personal views and opinions in discussing topics of interest.	69	<b>4 Reading</b> a, c
Overall spoken interaction	Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	69	<b>4 Vocabulary</b> d
Overall oral production	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.	69	<b>4 Vocabulary</b> d

## 6D What should I do?

### Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Reading for orientation	Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.	70	1 Listening & Reading a
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.	70	1 Listening & Reading b, c
Reading for information and argument	Can recognize the line of argument in the treatment of the issue presented, though not necessarily in detail.	70	1 Listening & Reading d
Informal discussion	Can give and seek personal views and opinions in discussing topics of interest.	70 71	1 Listening & Reading e 4 Writing & Speaking b
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	71	2 Grammar a-c
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	71	3 Pronunciation & Speaking a, b
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	71	4 Writing & Speaking a, b
Notes, messages & forms	Can write notes conveying simple information of immediate relevance to friends, service people, teachers and others, getting across comprehensibly the points he/she feels are important.	71	4 Writing & Speaking a
Vocabulary control	Shows a good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics or situations.	71	5 Vocabulary a, b
Interview and being interviewed	Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.	71	5 Vocabulary c

## 6 Practical English At the pharmacy

### Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.	72	Asking for help
		72	Asking for medicine a, b
		72	Social English b
Overall listening comprehension	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc.	72	Social English a
Transaction to obtain goods and services	Can ask for and provide everyday goods and services.	72	Asking for medicine d
	Can deal with common aspects of everyday living such as travel, lodgings, eating and shopping.		
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	72	Asking for medicine c
		72	Social English c

Information exchange	Can deal with everyday practical demands; finding out and passing on straightforward factual information.	72	Asking for medicine	d
Conversation	Can establish social contact: greetings and farewells; introductions; giving thanks.	72	Asking for medicine	d
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	72	Social English	b

## 6 Writing Writing to a friend

### Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Correspondence	Can understand the description of events, feelings and wishes in personal letters well enough to be able to correspond regularly with a pen friend.	73	Writing to a friend a
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	73	Writing to a friend a
Planning	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	73	Writing to a friend b
Vocabulary control	Shows a good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics or situations.	73	Writing to a friend c
Correspondence	Can write personal letters describing experiences, feelings and events in some detail.	73	Writing to a friend Write
Orthographic control	Spelling, punctuation and layout are accurate enough to be followed most of the time.	73	Writing to a friend Check

## 7A Famous fears and phobias

### Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Vocabulary control	Shows a good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics or situations.	76	1 Reading & Vocabulary a
Overall oral production	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.	76	1 Reading & Vocabulary b
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	76	1 Reading & Vocabulary c
Identifying cues and inferring	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	76	1 Reading & Vocabulary d

Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	76	<b>2 Grammar</b>	a–d
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 carefully articulated in a general familiar accent.	76	<b>3 Listening</b>	a, b
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	76	<b>4 Pronunciation</b>	a–d
Overall spoken interaction	Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	76	<b>5 Speaking</b>	

## 7B Born to direct

### Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	78	<b>1 Vocabulary &amp; Pronunciation</b> a, b
Vocabulary control	Shows a good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics or situations.	78	<b>1 Vocabulary &amp; Pronunciation</b> c
Overall spoken interaction	Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	78	<b>2 Reading &amp; Speaking</b> a
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	78, 79	<b>2 Reading &amp; Speaking</b> b, c
Thematic development	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	78	<b>2 Reading &amp; Speaking</b> d
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	78	<b>3 Grammar</b> a, b
Planning	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	79	<b>4 Speaking</b> a
Overall oral production	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.	79	<b>4 Speaking</b> b
Informal discussion	Can give and seek personal views and opinions in discussing topics of interest.	79	<b>5 Listening</b> a, b
Overall listening comprehension	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc.	79	<b>5 Listening</b> c
Overall spoken interaction	Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	79	<b>5 Listening</b> d <b>4 Speaking</b> b

## 7C I used to be a rebel

### Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Sustained monologue	Can describe past activities and personal experiences.	80	1 Reading a
		81	5 Vocabulary c
		81	6 Speaking a, b
Reading for information and argument	Can recognize significant points in straightforward newspaper articles on familiar subjects.	80	1 Reading b
Identifying cues and inferring	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	80	1 Reading c
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	80	2 Grammar a, b
Thematic development	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	81	3 Listening a
Overall listening comprehension	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc.	81	3 Listening b, c
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	81	4 Pronunciation a
		81	5 Vocabulary b
Vocabulary control	Shows a good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics or situations.	81	5 Vocabulary a
Overall oral production	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.	81	5 Vocabulary c
Information exchange	Can ask and answer questions about pastimes and past activities.	81	6 Speaking b
Planning	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	81	6 Speaking b

## 7D The mothers of invention

### Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Informal discussion	Can give and seek personal views and opinions in discussing topics of interest.	82	1 Listening a, d
		83	3 Reading & Vocabulary b
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 carefully articulated in a general familiar accent.	82	1 Listening b, c
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	82	2 Grammar a-c
		83	3 Reading & Vocabulary a
		83	5 Speaking

Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	83	<b>3 Reading &amp; Vocabulary</b>	a
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	83	<b>4 Pronunciation</b>	a–c
Overall spoken interaction	Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	83	<b>5 Speaking</b>	

## 7 Practical English A boat trip

### Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.	84	<b>How to get there</b>
		84	<b>Social English</b> a
Overall listening comprehension	Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.	84	<b>Buying tickets</b> a, b
		84	<b>Social English</b> b
Transaction to obtain goods and services	Can deal with common aspects of everyday living such as travel, lodgings, eating and shopping.	84	<b>Buying tickets</b> d
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	84	<b>Buying tickets</b> c
		84	<b>Social English</b> c
Conversation	Can establish social contact: greetings and farewells; introductions; giving thanks.	84	<b>Buying tickets</b> d
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	84	<b>Social English</b> b

## 7 Writing Describing a building

### Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	85	<b>Describing a building</b> a, b
Vocabulary control	Shows a good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics or situations.	85	<b>Describing a building</b> a
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	85	<b>Describing a building</b> b
Creative writing	Can write about everyday aspects of his/ her environment, e.g. people, places, a job or study experience in linked sentences.	85	<b>Describing a building</b> Write
Orthographic control	Spelling, punctuation and layout are accurate enough to be followed most of the time.	86	<b>Describing a building</b> Check

## 8A I hate weekends!

### Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	88	1 Reading b, d
Informal discussion	Can give and seek personal views and opinions in discussing topics of interest.	88	1 Reading b, c
Overall listening comprehension	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.	88	1 Reading c
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	88 89	1 Reading e 2 Grammar a, b
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	89 89	3 Pronunciation a-c 4 Vocabulary b
Vocabulary control	Shows a good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics or situations.	89	4 Vocabulary a-c
Overall spoken interaction	Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	89	5 Speaking
Overall oral production	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/ her field of interest, presenting it as a linear sequence of points.	89	5 Speaking
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 carefully articulated in a general familiar accent.	89	6 Listening a
Sustained monologue: Describing experience	Can relate details of unpredictable occurrences, e.g. an accident.	89	6 Listening b

## 8B How old is your body?

### Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Reading for information and argument	Can identify the main conclusions in clearly signaled argumentative texts.	90	1 Reading a, b, d
Informal discussion	Can give and seek personal views and opinions in discussing topics of interest.	90	1 Reading c
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	90	2 Grammar a, b
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	90	3 Pronunciation a-d

Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	91	4 Speaking	a
Interview and being interviewed	Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.	91	4 Speaking	b
Informal discussion	Can give and seek personal views and opinions in discussing topics of interest.	91	4 Speaking	c, d

## 8C Waking up is hard to do

### Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Vocabulary control	Shows a good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics or situations.	92	1 Vocabulary a, b, d
		92	2 Grammar d
		93	3 Reading a
Overall spoken interaction	Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	92	1 Vocabulary c
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	92	2 Grammar a-c
Reading for information and argument	Can identify the main conclusions in clearly signaled argumentative texts.	93	3 Reading b
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 carefully articulated in a general familiar accent.	93	4 Listening & Speaking c
Interview and being interviewed	Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.	93	4 Listening & Speaking a, b
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	93	5 Pronunciation a-c
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.	93	6 Song

## 8D 'I'm Jim.' 'So am I.'

### Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Flexibility	Can adapt well rehearsed memorized phrases to particular circumstances through limited lexical substitution.	94	1 Listening a
		95	5 Speaking a
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	94	1 Listening b
		95	3 Reading & Vocabulary a

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 carefully articulated in a general familiar accent.	94	<b>1 Listening</b>	c, d
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	94	<b>2 Grammar</b>	a, b
Coherence and cohesion	Can link a series of shorter, discrete elements into a connected, linear sequence of points.	95 95	<b>3 Reading &amp; Vocabulary</b> <b>5 Speaking</b>	b, c a
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	95	<b>4 Pronunciation</b>	a-d
Overall spoken interaction	Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	95	<b>5 Speaking</b>	b

## 8 Practical English On the phone

### Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE	
Overall listening comprehension	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.	96 96	<b>Checking out</b> <b>Social English</b>	a
Overall listening comprehension	Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.	96 96	<b>Making phone calls</b> <b>Social English</b>	a, b b
Information exchange	Can deal with practical everyday demands; finding out and passing on straightforward practical information.	96	<b>Making phone calls</b>	d
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	96 96	<b>Checking out</b> <b>Social English</b>	c c
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	96	<b>Social English</b>	b

## 8 Writing Giving your opinion

### Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE	
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	97	<b>Giving your opinion</b>	a, b
Coherence and cohesion	Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points.	97 97	<b>Giving your opinion</b> <b>Giving your opinion</b>	a Write
Creative writing	Can write accounts of experiences, describing feelings and reactions in simple connected text.	97	<b>Giving your opinion</b>	Write
Orthographic control	Spelling, punctuation and layout are accurate enough to be followed most of the time.	97	<b>Giving your opinion</b>	Check

## 9A What a week!

### Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Vocabulary control	Shows a good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics or situations.	100, 101 101	<b>1 Speaking &amp; Reading</b> a <b>4 Vocabulary</b> a-c
Reading for information and argument	Can recognize significant points in straightforward newspaper articles on familiar subjects.	100, 101	<b>1 Speaking &amp; Reading</b> b, c
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	101 101	<b>2 Grammar</b> a-c <b>5 Speaking</b>
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	101 101 101	<b>3 Pronunciation</b> a, b <b>4 Vocabulary</b> a <b>5 Speaking</b>

## 9B Then he kissed me

### Framework level: B1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Thematic development	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	102	<b>1 Speaking &amp; Listening</b> a
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	102 103 103	<b>1 Speaking &amp; Listening</b> b <b>2 Grammar</b> a-c <b>5 Speaking</b> b
Overall listening comprehension	Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.	102	<b>1 Speaking &amp; Listening</b> a
Vocabulary control	Shows a good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics or situations.	103	<b>3 Vocabulary</b>
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	103	<b>4 Pronunciation</b> a, b
Overall spoken interaction	Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	103	<b>5 Speaking</b> a
Overall oral production	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/ her field of interest, presenting it as a linear sequence of points.	103	<b>5 Speaking</b> a