

1A A cappuccino, please

verb *be* (singular): *I* and *you* • numbers 0–10; days of the week, saying goodbye • /h/, /aɪ/, and /i/

Level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. Can recognize concrete information (e.g., places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.	6	1 Listening & Speaking a, b
		7	2 Grammar c
		7	3 Vocabulary a, c, d
		7	4 Pronunciation a, b
		7	6 Vocabulary a, d
		116	Vocabulary Bank: Numbers 1 a
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and re-reading as required.	6	1 Listening & Speaking a
Overall spoken interaction	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	6	1 Listening & Speaking c
		7	5 Speaking
		116	Vocabulary Bank: Numbers 1 Activation
Conversation	Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker. Can take part in a simple conversation of a basic factual nature on a predictable topic, e.g., his/her home country, family, school. Can make an introduction and use basic greeting and leave-taking expressions. Can ask how people are and react to news.	7	5 Speaking
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	6	1 Listening & Speaking b, c
		7	2 Grammar c
		7	3 Vocabulary d
		7	4 Pronunciation a, b
		7	6 Vocabulary a, c, d
		116	Vocabulary Bank: Numbers 1 b, Activation
Overall written production	Can give information in writing about matters of personal relevance (e.g., likes and dislikes, family, pets) using simple words and basic expressions. Can write simple isolated phrases and sentences.	6	2 Grammar a
		93	1A Grammar Bank a, b, c

Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.	6 93	2 Grammar 1A Grammar Bank	a a, b, c
Phonological control	Pronunciation of a very limited repertoire of learned words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned. Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	6 6 7 7 116	1 Listening & Speaking 2 Grammar 4 Pronunciation 5 Speaking Vocabulary Bank: Numbers	b c a, b 1 b, Activation
Orthographic control	Can copy familiar words and short phrases e.g., simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly. Can spell his/her address, nationality and other personal details. Can use basic punctuation (e.g., full stops, question marks).	7	6 Vocabulary	b
Sociolinguistic appropriateness	Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry etc.	7 7	5 Speaking 6 Vocabulary	c

1B World music

verb *be* (singular): *he, she, it* • countries • /ɪ/, /ʊ/, /s/, and /ʃ/

Level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. Can recognize concrete information (e.g., places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.	8	1 Vocabulary a, b, d
		8	2 Grammar a, b
		9	3 Pronunciation a, b
		9	4 Listening & Speaking a, c, d, f
		117	Vocabulary Bank: Countries and nationalities 1 a
Overall spoken interaction	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	8	1 Vocabulary e
		8	2 Grammar c
		9	4 Listening & Speaking e, f
		117	Vocabulary Bank: Countries and nationalities 1 Activation
Information exchange	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have. Can indicate time by such phrases as next week, last Friday, in November, three o'clock. Can express numbers, quantities and cost in a limited way. Can name the color of clothes or other familiar objects and can ask the color of such objects.	8	1 Vocabulary e
		8	2 Grammar c
		9	4 Listening & Speaking e, g
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	8	1 Vocabulary d, e
		8	2 Grammar b, c
		9	3 Pronunciation a, b
		9	4 Listening & Speaking b, e, g
		117	Vocabulary Bank: Countries and nationalities 1 Activation
Overall written production	Can give information in writing about matters of personal relevance (e.g., likes and dislikes, family, pets) using simple words and basic expressions. Can write simple isolated phrases and sentences.	8	2 Grammar a, e
		9	4 Listening & Speaking d
		93	1B Grammar Bank a, b, c
		117	Vocabulary Bank: Countries and nationalities 1 b

Vocabulary range	Has a basic vocabulary repertoire of words and phrases related to particular concrete situations.	8 8 93 117	1 Vocabulary a 2 Grammar d 1B Grammar Bank a, b, c Vocabulary Bank: Countries and nationalities 1
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.	8 78, 82 93	2 Grammar e Communication 1B a, b 1B Grammar Bank a, b, c
Phonological control	Pronunciation of a very limited repertoire of learned words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned. Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	8 9 9 117	1 Vocabulary d 3 Pronunciation a, b 4 Listening & Speaking b, e, g Vocabulary Bank: Countries and nationalities 1 a, Activation
Orthographic control	Can copy familiar words and short phrases e.g., simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly. Can spell his/her address, nationality and other personal details. Can use basic punctuation (e.g., full stops, question marks).	8 9	2 Grammar a, e 4 Listening & Speaking d
Mediation Relaying specific information in speech	Can relay simple, predictable information about times and places given in short, simple statements.	8, 78, 82	Communication a, b

Practical English Episode 1: Checking into a Hotel, Booking a Table

Level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. Can recognize concrete information (e.g., places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.	10	1 The alphabet a–e
		10	2 Vocabulary a, d, f
		11	3 Checking into a hotel a–c
		11	4 Booking a table a, b
		11	5 Useful phrases
		118	Vocabulary Bank: The classroom 1 a, 2 a
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and re-reading as required.	10	1 The alphabet e
Overall spoken interaction	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	10	2 Vocabulary e
		11	3 Checking into a hotel d
		118	Vocabulary Bank: The classroom 1 Activation, 2 Activation
Goal-oriented cooperation	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can act on basic instructions that involve times, locations, numbers etc. Can ask people for things, and give people things.	78, 82	Communication b, c
Obtaining goods and services	Can ask people for things and give people things. Can ask for food and drink using basic expressions. Can handle numbers, quantities, cost and time.	11	3 Checking into a hotel d
Information exchange	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have. Can indicate time by such phrases as next week, last Friday, in November,	11	3 Checking into a hotel d
		78, 82	Communication b, c

	<p>three o'clock.</p> <p>Can express numbers, quantities and cost in a limited way.</p> <p>Can name the color of clothes or other familiar objects and can ask the color of such objects.</p>		
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	10 11 11 118	<p>2 Vocabulary d</p> <p>3 Checking into a hotel c, d</p> <p>5 Useful phrases</p> <p>Vocabulary Bank: The classroom 1 Activation</p>
Overall written production	<p>Can give information in writing about matters of personal relevance (e.g., likes and dislikes, family, pets) using simple words and basic expressions.</p> <p>Can write simple isolated phrases and sentences.</p>	10 11 11	<p>2 Vocabulary a, c</p> <p>3 Checking into a hotel a</p> <p>4 Booking a table b</p>
Vocabulary range	Has a basic vocabulary repertoire of words and phrases related to particular concrete situations.	10 118	<p>2 Vocabulary a, c</p> <p>Vocabulary Bank: The classroom 1, 2</p>
Phonological control	Pronunciation of a very limited repertoire of learned words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned. Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	10 10 11 11 118	<p>1 The alphabet a, b</p> <p>2 Vocabulary a, d</p> <p>3 Checking into a hotel b–d</p> <p>5 Useful phrases</p> <p>Vocabulary Bank: The classroom 1 a, b, 2 a, b</p>
<p>Mediation</p> <p>Facilitating collaborative interaction with peers</p>	Can invite others' contributions to very simple tasks using short, simple phrases. Can indicate that he/she understands and ask whether others understand.	11	3 Checking into a hotel

2A Are you on vacation?

verb *be* (plural): *we, you, they* • nationalities • /dʒ/, /tʃ/, and /ʃ/

Level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. Can recognize concrete information (e.g., places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.	12	2 Pronunciation a–c
		12	3 Grammar b, d
		13	4 Reading a, c
		117	Vocabulary Bank: Countries and nationalities 2 a
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and re-reading as required.	12	1 Vocabulary a
		12	3 Grammar a
Reading for information and argument	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. Can understand short texts on subjects of personal interest (e.g., news flashes about sports, music, travel, or stories etc.) written with simple words and supported by illustrations and pictures.	13	4 Reading a, b
Overall spoken interaction	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	13	4 Reading d
		13	5 Speaking a
		78, 82	Communication 2A a, b
		117	Vocabulary Bank: Countries and nationalities 2 Activation
Goal-oriented cooperation	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can act on basic instructions that involve times, locations, numbers etc. Can ask people for things, and give people things.	13	4 Reading d
Information exchange	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	13	5 Speaking a
		78, 82	Communication 2A a, b

	<p>Can indicate time by such phrases as next week, last Friday, in November, three o'clock.</p> <p>Can express numbers, quantities and cost in a limited way.</p> <p>Can name the color of clothes or other familiar objects and can ask the color of such objects.</p>		
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	12 12 117	<p>2 Pronunciation a–c</p> <p>3 Grammar d</p> <p>Vocabulary Bank: Countries and nationalities 2 Activation</p>
Overall written production	<p>Can give information in writing about matters of personal relevance (e.g., likes and dislikes, family, pets) using simple words and basic expressions.</p> <p>Can write simple isolated phrases and sentences.</p>	12 12 13 95	<p>1 Vocabulary b</p> <p>3 Grammar a, b</p> <p>4 Reading b, c</p> <p>2A Grammar Bank a, b, c</p>
Vocabulary range	Has a basic vocabulary repertoire of words and phrases related to particular concrete situations.	12 13 78, 82 95 117	<p>2 Pronunciation a–c</p> <p>5 Speaking a</p> <p>Communication 2A a, b</p> <p>2A Grammar Bank a, b, c</p> <p>Vocabulary Bank: Countries and nationalities 2</p>
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.	12 95	<p>3 Grammar a, b, d</p> <p>2A Grammar Bank a, b, c</p>
Phonological control	Pronunciation of a very limited repertoire of learned words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned. Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	12 12 13 117	<p>2 Pronunciation a–c</p> <p>3 Grammar d</p> <p>5 Speaking a</p> <p>Vocabulary Bank: Countries and nationalities 2 a</p>
Orthographic control	<p>Can copy familiar words and short phrases e.g., simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly.</p> <p>Can spell his/her address, nationality and other personal details.</p> <p>Can use basic punctuation (e.g., full stops, question marks).</p>	12	1 Vocabulary b
Mediation Facilitating collaborative interaction with peers	Can invite others' contributions to very simple tasks using short, simple phrases. Can indicate that he/she understands and ask whether others understand.	13, 78, 82	Communication 2A

2B That's my bus!

Wh- and *How* questions with *be* • phone numbers, numbers 11–100 • understanding numbers

Level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. Can recognize concrete information (e.g., places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.	14	1 Reading & Listening a–c
		14	2 Grammar a, c
		15	3 Vocabulary a, b, e
		15	4 Pronunciation & Listening a–d
		15	6 Video Listening a–c
		116	Vocabulary Bank: Numbers 2 a, b
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and re-reading as required.	14	1 Reading & Listening a
Reading for information and argument	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. Can understand short texts on subjects of personal interest (e.g., news flashes about sports, music, travel, or stories etc.) written with simple words and supported by illustrations and pictures.	86	Writing 1 A form a
Overall spoken interaction	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	14	1 Reading & Listening c
		15	3 Vocabulary c, f
		79, 83	Communication 2B a, b
		116	Vocabulary Bank: Numbers 2 Activation
Goal-oriented cooperation	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can act on basic instructions that involve times, locations, numbers etc. Can ask people for things, and give people things.	14	2 Grammar e
Interviewing and being interviewed	Can reply in an interview to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details. Can state in simple language the nature of a problem to a health professional and answer simple questions such as “Does that hurt?” even though he/she has to rely on gestures and body language to reinforce the message.	79, 83	Communication 2B a, b

Notes, messages and forms	Can write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country etc. such as on a hotel registration form. Can leave a simple message giving information on e.g., where he/she has gone, what time he/she will be back. (e.g., "Shopping: back at 5 p.m.").	86	Writing 1 A form	a, b
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	14 14 15 79, 83 116	1 Reading & Listening 2 Grammar 3 Vocabulary Communication 2B Vocabulary Bank: Numbers	c e b, c, f a, b 2 a, b, Activation
Overall written production	Can give information in writing about matters of personal relevance (e.g., likes and dislikes, family, pets) using simple words and basic expressions. Can write simple isolated phrases and sentences.	14 14 15 86 95	1 Reading & Listening 2 Grammar 6 Video Listening Writing 1 A form 2B Grammar Bank	a, b b c b a, b, c
Creative writing	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do. Can describe in very simple language what a room looks like. Can use simple words and phrases to describe certain everyday objects (e.g., the color of a car, whether big or small).	86	Writing 1 A form	b
General linguistic range	Has a very basic range of simple expressions about personal details and needs of a concrete type. Can use some basic structures in one-clause sentences with some omission or reduction of elements.	79, 83 86	Communication 2B Writing 1 A form	a, b a, b
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.	14 95	2 Grammar 2B Grammar Bank	b a, b, c
Phonological control	Pronunciation of a very limited repertoire of learned words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned. Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	14 14 15 15 116	1 Reading & Listening 2 Grammar 3 Vocabulary 4 Pronunciation & Listening Vocabulary Bank: Numbers	c a b, c, f a–d 2 a, b, Activation
Orthographic control	Can copy familiar words and short phrases e.g., simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly. Can spell his/her address, nationality and other personal details. Can use basic punctuation (e.g., full stops, question marks).	14 14 86	1 Reading & Listening 2 Grammar Writing 1A form	a, b b b

Spoken fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	79, 83	Communication 2B	a, b
Mediation Relaying specific information in writing	Can list names, numbers, prices and very simple information of immediate interest, provided that the speaker articulates very slowly and clearly, with repetition.	15, 79, 83	Communication	

3A Where are my keys?

singular and plural nouns, *a / an* • small things • /z/ and /s/, plural endings

Level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. Can recognize concrete information (e.g., places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.	18	2 Grammar b
		18	3 Pronunciation a–c
		19	4 Listening a, b
		119	Vocabulary bank: Small things a
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and re-reading as required.	18	2 Grammar a
Overall spoken interaction	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or very familiar topics.	19	5 Speaking a, c, d
		81	Communication 3A b
		119	Vocabulary bank: Small things b
Goal-oriented cooperation	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can act on basic instructions that involve times, locations, numbers etc. Can ask people for things, and give people things.	19	5 Speaking a
		81	Communication 3A b
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	18	2 Grammar b
		18	3 Pronunciation a–c
		19	5 Speaking a, c, d
		81	Communication 3A b
		119	Vocabulary bank: Small things a, b
Overall written production	Can give information in writing about matters of personal relevance (e.g., likes and dislikes, family, pets) using simple words and basic expressions. Can write simple isolated phrases and sentences.	18	1 Vocabulary a
		18	2 Grammar c
		19	4 Listening b
		97	3A Grammar bank a, b
General linguistic range	Has a very basic range of simple expressions about personal details and needs of a concrete type. Can use some basic structures in one-clause sentences with some omission or reduction of elements.	19	5 Speaking d
Vocabulary range	Has a basic vocabulary repertoire of words and phrases related to particular	18	1 Vocabulary a
		18	2 Grammar c

	concrete situations.	19 97 119	5 Speaking 3A Grammar bank Vocabulary bank: Small things	a, b a, b a, b
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.	18 18 81 97	2 Grammar 3 Pronunciation Communication 3A 3A Grammar bank	b, c b, c b a, b
Phonological control	Pronunciation of a very limited repertoire of learned words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned. Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	18 119	3 Pronunciation Vocabulary bank: Small things	a–c a, b
Spoken fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	19 81	5 Speaking Communication 3A	a, c, d b
Mediation Collaborating to construct meaning	Can express an idea with very simple words and ask what others think.	19	5 Speaking	

3B Souvenirs

this / that / these / those • souvenirs • /ð/, sentence rhythm

Level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. Can recognize concrete information (e.g., places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.	20 21 21	1 Vocabulary a 2 Listening a–c 4 Pronunciation & Speaking a, b
Reading for information and argument	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. Can understand short texts on subjects of personal interest (e.g., news flashes about sports, music, travel, or stories etc.) written with simple words and supported by illustrations and pictures.	21 21	2 Listening a 3 Grammar a
Overall spoken interaction	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	21 79, 83	2 Listening b Communication 3B a, b
Goal-oriented cooperation	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can act on basic instructions that involve times, locations, numbers etc. Can ask people for things, and give people things.	79, 83	Communication 3B a, b
Obtaining goods and services	Can ask people for things and give people things. Can ask for food and drink using basic expressions. Can handle numbers, quantities, cost and time.	79, 83	Communication 3B a, b
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	20 21 21 79, 83	1 Vocabulary a, b, c 2 Listening b 4 Pronunciation & Speaking a, b, c Communication 3B a, b
Overall written production	Can give information in writing about matters of personal relevance (e.g., likes and dislikes, family, pets) using simple words and basic expressions.	21 97	3 Grammar a 3B Grammar bank a

	Can write simple isolated phrases and sentences.		
General linguistic range	Has a very basic range of simple expressions about personal details and needs of a concrete type. Can use some basic structures in one-clause sentences with some omission or reduction of elements.	20 79, 83	1 Vocabulary c Communication 3B a, b
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.	21 97	3 Grammar a 3B Grammar bank a, b
Phonological control	Pronunciation of a very limited repertoire of learned words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned. Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	21 21 79, 83	2 Listening b 4 Pronunciation & Speaking a, b, c Communication 3B a, b
Mediation Facilitating collaborative interaction with peers	Can invite others' contributions to very simple tasks using short, simple phrases. Can indicate that he/she understands and ask whether others understand.	21, 79, 83	Communication

Practical English 2: Understanding Prices, Buying Lunch

Level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. Can recognize concrete information (e.g., places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.	22 22 22–23 23	1 Understanding prices a, c, e 2 Pronunciation 3 Buying lunch a, c, g 4 Useful phrases
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and re-reading as required.	22	20 3 Buying lunch a
Reading for information and argument	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. Can understand short texts on subjects of personal interest (e.g., news flashes about sports, music, travel, or stories etc.) written with simple words and supported by illustrations and pictures.	22 22 23	1 Understanding prices b 2 Pronunciation 3 Buying lunch c, d
Overall spoken interaction	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or very familiar topics.	22–23	Buying lunch b, e, f
Goal-oriented cooperation	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can act on basic instructions that involve times, locations, numbers etc. Can ask people for things, and give people things.	22–23	3 Buying lunch b, e, f
Obtaining goods and services	Can ask people for things and give people things. Can ask for food and drink using basic expressions. Can handle numbers, quantities, cost and time.	23	3 Buying lunch f
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	22 22 22–23 23	1 Understanding prices a, c, d 2 Pronunciation 3 Buying lunch a, b, e 4 Useful phrases
Overall written production	Can give information in writing about matters of personal relevance (e.g., likes and dislikes, family, pets) using simple words and basic expressions.	23	3 Buying lunch d, h

	Can write simple isolated phrases and sentences.		
General linguistic range	Has a very basic range of simple expressions about personal details and needs of a concrete type. Can use some basic structures in one-clause sentences with some omission or reduction of elements.	22	3 Buying lunch b
Phonological control	Pronunciation of a very limited repertoire of learned words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned. Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	22 22 22–23 23	1 Understanding prices a, c, d 2 Pronunciation 3 Buying lunch a, b, e, f 4 Useful phrases
Mediation Facilitating collaborative interaction with peers	Can invite others' contributions to very simple tasks using short, simple phrases. Can indicate that he/she understands and ask whether others understand.	23	3 Buying lunch

4A Meet the family

possessive adjectives, possessive 's • people and family • /ʌ/, /æ/, and /ə/

Level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. Can recognize concrete information (e.g., places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.	24	1 Vocabulary b
		24	2 Pronunciation a, b
		24	3 Grammar a, c, e, f
		25	4 Listening a, b
		120	Vocabulary bank: People and family 1 a, b, 2
Reading for information and argument	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. Can understand short texts on subjects of personal interest (e.g., news flashes about sports, music, travel, or stories etc.) written with simple words and supported by illustrations and pictures.	24	3 Grammar a, c, d
		86	Writing 2 A post about a photo a
Overall spoken interaction	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	24	3 Grammar g
		25	5 Speaking & Writing a
		120	Vocabulary bank: People and family 1 Activation, 2 Activation
Goal-oriented cooperation	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can act on basic instructions that involve times, locations, numbers etc. Can ask people for things, and give people things.	25	5 Speaking & Writing a
Information exchange	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have. Can indicate time by such phrases as next week, last Friday, in November, three o'clock. Can express numbers, quantities and	24	3 Grammar g
		25	5 Speaking & Writing a

	cost in a limited way. Can name the color of clothes or other familiar objects and can ask the color of such objects.		
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	24 24 120	2 Pronunciation a, b 3 Grammar b, g, h Vocabulary bank: People and family 1 a, b, 2
Overall written production	Can give information in writing about matters of personal relevance (e.g., likes and dislikes, family, pets) using simple words and basic expressions. Can write simple isolated phrases and sentences.	24 25 99	3 Grammar c, d 4 Listening a 4A Grammar bank a, b
Creative writing	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do. Can describe in very simple language what a room looks like. Can use simple words and phrases to describe certain everyday objects (e.g., the color of a car, whether it is big or small).	86	Writing 2 A post about a photo c
General linguistic range	Has a very basic range of simple expressions about personal details and needs of a concrete type. Can use some basic structures in one-clause sentences with some omission or reduction of elements.	86	Writing 2 A post about a photo a –c
Vocabulary range	Has a basic vocabulary repertoire of words and phrases related to particular concrete situations.	24 25 86 99 120	1 Vocabulary a 5 Speaking & Writing a Writing 2 A post about a photo c 4A Grammar bank a, b Vocabulary bank: People and family 1 a, b, 2
Phonological control	Pronunciation of a very limited repertoire of learned words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned. Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	24 120	2 Pronunciation a, b Vocabulary bank: People and family 1 a, b, 2
Orthographic control	Can copy familiar words and short phrases e.g., simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly. Can spell his/her address, nationality and other personal details. Can use basic punctuation (e.g., full stops, question marks).	24 25 86	3 Grammar c, d 4 Listening a Writing 2 A post about a photo c
Coherence and cohesion	Can link words or groups of words with very basic linear connectors like “and” or “then.”	86	Writing 2 A post about a photo c

Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.	24	3 Grammar	c, d
		86	Writing 2 A post about a photo	c
		99	4A Grammar bank	a, b
Mediation Processing text in speech	Can convey simple, predictable information given in short, very simple signs and notices, posters and programmes.	24	3 Grammar	

4B The perfect car

adjectives • colors and common adjectives • /ər/ and /ɔr/, linking

Level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. Can recognize concrete information (e.g., places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.	26	1 Listening & Vocabulary b, c, e
		27	2 Grammar c
		27	3 Pronunciation a–c
		27	5 Video listening a, b
		121	Vocabulary bank: Adjectives 1, 2 a, d
Reading for information and argument	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. Can understand short texts on subjects of personal interest (e.g., news flashes about sports, music, travel, or stories etc.) written with simple words and supported by illustrations and pictures.	26	1 Listening & Vocabulary a, d
Overall spoken interaction	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	22	1 Listening & Vocabulary e, g
		27	2 Grammar c
		27	4 Speaking
		27	5 Video listening c
		121	Vocabulary bank: Adjectives 1 Activation, 2 Activation
Conversation	Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker. Can take part in a simple conversation of a basic factual nature on a predictable topic, e.g., his/her home country, family, school. Can make an introduction and use basic greeting and leave-taking expressions. Can ask how people are and react to news.	27	4 Speaking
Information exchange	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they	27	4 Speaking

	<p>have.</p> <p>Can indicate time by such phrases as next week, last Friday, in November, three o'clock.</p> <p>Can express numbers, quantities and cost in a limited way.</p> <p>Can name the color of clothes or other familiar objects and can ask the color of such objects.</p>		
Overall spoken production	<p>Can produce simple mainly isolated phrases about people and places.</p>	<p>26</p> <p>27</p> <p>27</p> <p>27</p> <p>27</p> <p>121</p>	<p>1 Listening & Vocabulary e, g</p> <p>2 Grammar c</p> <p>3 Pronunciation a, b, d</p> <p>4 Speaking</p> <p>5 Video listening c</p> <p>Vocabulary bank: Adjectives 1, 2 a–d</p>
Overall written production	<p>Can give information in writing about matters of personal relevance (e.g., likes and dislikes, family, pets) using simple words and basic expressions.</p> <p>Can write simple isolated phrases and sentences.</p>	<p>26</p> <p>27</p> <p>99</p>	<p>1 Listening & Vocabulary d</p> <p>3 Pronunciation c</p> <p>4B Grammar bank a, b</p>
General linguistic range	<p>Has a very basic range of simple expressions about personal details and needs of a concrete type.</p> <p>Can use some basic structures in one-clause sentences with some omission or reduction of elements.</p>	<p>26</p> <p>27</p>	<p>1 Listening & Vocabulary g</p> <p>4 Speaking</p>
Vocabulary range	<p>Has a basic vocabulary repertoire of words and phrases related to particular concrete situations.</p>	<p>26</p> <p>27</p> <p>99</p> <p>121</p>	<p>1 Listening & Vocabulary d</p> <p>2 Grammar c</p> <p>4B Grammar bank a, b</p> <p>Vocabulary bank: Adjectives 1, 2 a–d</p>
Grammatical accuracy	<p>Shows only limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.</p>	<p>27</p> <p>99</p>	<p>2 Grammar a, c</p> <p>4B Grammar bank a, b</p>
Phonological control	<p>Pronunciation of a very limited repertoire of learned words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned. Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.</p>	<p>27</p> <p>27</p> <p>121</p>	<p>2 Grammar a, c</p> <p>3 Pronunciation a, b, d</p> <p>Vocabulary bank: Adjectives 1, 2 a–d</p>
Spoken fluency	<p>Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.</p>	<p>27</p> <p>27</p>	<p>4 Speaking</p> <p>5 Video listening c</p>
Mediation Facilitating collaborative interaction with peers	<p>Can invite others' contributions to very simple tasks using short, simple phrases. Can indicate that he/she understands and ask whether others understand.</p>	<p>27</p>	<p>4 Speaking</p>

5A A big breakfast?

simple present + and – : *I, you, we, they* • food and drink • /dʒ/ and /g/

Level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. Can recognize concrete information (e.g., places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.	30	1 Vocabulary b
		30	2 Reading & Speaking b
		31	3 Grammar b, c
		31	4 Listening a, b
		31	5 Pronunciation b, c
		122	Vocabulary bank: Food and drink a, b
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and re-reading as required.	30	2 Reading & Speaking a, c
		31	4 Listening a, b
		86	Writing 3 A comment post a, b
Reading for information and argument	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. Can understand short texts on subjects of personal interest (e.g., news flashes about sports, music, travel, or stories etc.) written with simple words and supported by illustrations and pictures.	30	2 Reading & Speaking a, c
		86	Writing 3 A comment post a, b
Overall spoken interaction	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or very familiar topics.	31	6 Speaking b
		122	Vocabulary bank: Food and drink Activation
Information exchange	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have. Can indicate time by such phrases as next week, last Friday, in November, three o'clock. Can express numbers, quantities and cost in a limited way. Can name the color of clothes or other familiar objects and can ask the color of such objects.	31	6 Speaking b

Overall spoken production	Can produce simple mainly isolated phrases about people and places.	31 31 122	3 Grammar 5 Pronunciation Vocabulary bank: Food and drink	c a, b a, b
Overall written production	Can give information in writing about matters of personal relevance (e.g., likes and dislikes, family, pets) using simple words and basic expressions. Can write simple isolated phrases and sentences.	30 30 31 31 31 101	1 Vocabulary 2 Reading & Speaking 3 Grammar 4 Listening 6 Speaking 5A Grammar bank	a b a a, b a a, b
Creative writing	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do. Can describe in very simple language what a room looks like. Can use simple words and phrases to describe certain everyday objects (e.g., the color of a car, whether it is big or small).	86	Writing 3 A comment post	c
Processing text	Can copy out single words and short texts presented in standard printed format.	30 30 31 31 86	1 Vocabulary 2 Reading & Speaking 3 Grammar 4 Listening Writing 3 A comment post	a c a a, b a, b
Vocabulary range	Has a basic vocabulary repertoire of words and phrases related to particular concrete situations.	30 30 31 31 101 122	1 Vocabulary 2 Reading & Speaking 3 Grammar 4 Listening 5A Grammar bank Vocabulary bank: Food and drink	a b, c, d c c a, b a, b
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.	31 101	3 Grammar 5A Grammar bank	a a, b
Phonological control	Pronunciation of a very limited repertoire of learned words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned. Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	31 31 31 122	3 Grammar 5 Pronunciation 6 Speaking Vocabulary bank: Food and drink	c a, b b a, b
Orthographic control	Can copy familiar words and short phrases e.g., simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly. Can spell his/her address, nationality and other personal details. Can use basic punctuation (e.g., full stops, question marks).	31 86	3 Grammar Writing 3 A comment post	a b, c

Coherence and cohesion	Can link words or groups of words with very basic linear connectors like “and” or “then.”	86	Writing 3 A comment post b, c
Mediation Facilitating collaborative interaction with peers	Can invite others’ contributions to very simple tasks using short, simple phrases. Can indicate that he/she understands and ask whether others understand.	31	6 Speaking

5B A very long flight

simple present? : *I, you, we, they* • common verb phrases 1 • /w/ and /v/, sentence rhythm and linking

Level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. Can recognize concrete information (e.g., places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.	32	1 Grammar a, c
		33	3 Listening a, b
		33	4 Pronunciation & Speaking a–d
		123	Vocabulary bank: Common verb phrases 1 a, b
Creative writing	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do. Can describe in very simple language what a room looks like. Can use simple words and phrases to describe certain everyday objects (e.g., the color of a car, whether it is big or small).	33	2 Vocabulary c
Reading for information and argument	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. Can understand short texts on subjects of personal interest (e.g., news flashes about sports, music, travel, or stories etc.) written with simple words and supported by illustrations and pictures.	32	1 Grammar b
Overall spoken interaction	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or very familiar topics.	33	2 Vocabulary d
		33	4 Pronunciation & Speaking f
		123	Vocabulary bank: Common verb phrases 1 Activation
Information exchange	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have. Can indicate time by such phrases as next week, last Friday, in November, three o'clock. Can express numbers, quantities and	33	4 Pronunciation & Speaking f

	cost in a limited way. Can name the color of clothes or other familiar objects and can ask the color of such objects.		
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	33 33 123	3 Vocabulary d 4 Pronunciation & Speaking a, b, c Vocabulary bank: Common verb phrases 1 a, b
Overall written production	Can give information in writing about matters of personal relevance (e.g., likes and dislikes, family, pets) using simple words and basic expressions. Can write simple isolated phrases and sentences.	32 33 101	1 Grammar b 4 Pronunciation & Speaking e 5B Grammar bank a, b
Processing text	Can copy out single words and short texts presented in standard printed format.	32 33 33	1 Grammar b 3 Listening a 4 Pronunciation & Speaking e
Vocabulary range	Has a basic vocabulary repertoire of words and phrases related to particular concrete situations.	33 33 101 123	2 Vocabulary a, c 4 Pronunciation & Speaking e 5B Grammar bank a, b Vocabulary bank: Common verb phrases 1 a, b
Phonological control	Pronunciation of a very limited repertoire of learned words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned. Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	33 123	4 Pronunciation & Speaking a–c Vocabulary bank: Common verb phrases 1 a, b
Spoken fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	33	4 Pronunciation & Speaking f
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.	101	5B Grammar bank a, b
Mediation Facilitating collaborative interaction with peers	Can invite others' contributions to very simple tasks using short, simple phrases. Can indicate that he/she understands and ask whether others understand.	33	4 Pronunciation and speaking

Practical English 3: Telling the Time

Level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. Can recognize concrete information (e.g., places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.	34	1 Telling the time a, b
		34	2 Vocabulary a, c
		35	3 Pronunciation a, b, c
		35	4 Vocabulary a, c
		35	5 A night out a, b
		35	6 Useful phrases
Overall spoken interaction	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or very familiar topics.	34	1 Telling the time b
		34	2 Vocabulary d
		35	3 Pronunciation b
		79, 83	Communication a, b, c
Information exchange	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have. Can indicate time by such phrases as next week, last Friday, in November, three o'clock. Can express numbers, quantities and cost in a limited way. Can name the color of clothes or other familiar objects and can ask the color of such objects.	35	2 Vocabulary d
		79, 83	Communication a, b, c
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	34	1 Telling the time b
		34	2 Vocabulary a, b
		35	3 Pronunciation a, b
		35	4 Vocabulary a
		35	6 Useful phrases
Overall written production	Can give information in writing about matters of personal relevance (e.g., likes and dislikes, family, pets) using simple words and basic expressions. Can write simple isolated phrases and sentences.	35	5 A night out b
Processing text	Can copy out single words and short texts in standard printed format.	35	5 A night out b

Vocabulary range	Has a basic vocabulary repertoire of words and phrases related to particular concrete situations.	35	4 Vocabulary	a, b
Phonological control	Pronunciation of a very limited repertoire of learned words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned. Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	34 34 35 35 35	1 Telling the time 2 Vocabulary 3 Pronunciation 4 Vocabulary 6 Useful phrases	b a, b a, b a
Mediation Relaying specific information in speech	Can relay simple, predictable information about times and places given in short, simple statements.	34, 79, 83	Communication	

6A A school reunion

simple present: *he, she, it* • jobs and places of work • third person -es, sentence rhythm

Level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. Can recognize concrete information (e.g., places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.	36	2 Grammar b, c
		37	3 Pronunciation a, b
		37	4 Reading c
		37	5 Pronunciation & Speaking a, b
		124	Vocabulary bank: Jobs and places of work 1 a, c, 2 a
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and re-reading as required.	36	2 Grammar c, d
		37	4 Reading b, c
Reading for information and argument	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. Can understand short texts on subjects of personal interest (e.g., news flashes about sports, music, travel, or stories etc.) written with simple words and supported by illustrations and pictures.	36	2 Grammar c, d
		37	4 Reading b, c
Overall spoken interaction	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or very familiar topics.	36	1 Vocabulary c
		37	4 Reading d
		37	5 Pronunciation & Speaking c
		124	Vocabulary bank: Jobs and places of work 1 b, 2 c
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	37	3 Pronunciation b
		37	5 Pronunciation & Speaking a, b
		124	Vocabulary bank: Jobs and places of work 1 a, 2 a, b
Overall written production	Can give information in writing about matters of personal relevance (e.g., likes and dislikes, family, pets) using simple words and basic expressions. Can write simple isolated phrases and sentences.	36	1 Vocabulary a
		36	2 Grammar d
		37	4 Reading b
		37	6 Writing
		103	6A Grammar bank a, b
Creative writing	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do. Can describe in very simple language what a room looks like. Can use simple words and phrases to describe certain everyday objects (e.g., the color of a car, whether it is big or small).	124	Vocabulary bank: Jobs and places of work 1 d, 2 d
		37	6 Writing

General linguistic range	Has a very basic range of simple expressions about personal details and needs of a concrete type. Can use some basic structures in one-clause sentences with some omission or reduction of elements.	36 37	1 Vocabulary a, c 6 Writing
Vocabulary range	Has a basic vocabulary repertoire of words and phrases related to particular concrete situations.	36 103 124	1 Vocabulary a, c 6A Grammar bank a, b Vocabulary bank: Jobs and places of work 1, 2
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.	36 103	2 Grammar d 6A Grammar bank a, b
Phonological control	Pronunciation of a very limited repertoire of learned words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned. Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	37 37 124	3 Pronunciation a, b 5 Pronunciation & Speaking a, b Vocabulary bank: Jobs and places of work 1 a, 2 a, b
Orthographic control	Can copy familiar words and short phrases e.g., simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly. Can spell his/her address, nationality and other personal details. Can use basic punctuation (e.g., full stops, question marks).	36 36 37 37 124	1 Vocabulary a 2 Grammar d 4 Reading b 6 Writing Vocabulary bank: Jobs and places of work 1 d, 2 d
Mediation Facilitating collaborative interaction with peers	Can invite others' contributions to very simple tasks using short, simple phrases. Can indicate that he/she understands and ask whether others understand.	37	5 Pronunciation and speaking

6B Good morning, goodnight

adverbs of frequency • a typical day • /y/ and /yu/, sentence rhythm

Level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. Can recognize concrete information (e.g., places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.	38	1 Listening & Speaking b, d
		39	4 Pronunciation a, b
		39	5 Speaking & Writing a
		39	6 Video listening b–d
		125	Vocabulary bank: A typical day a, b
Overall spoken interaction	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or very familiar topics.	38	1 Listening & Speaking e
		38	2 Vocabulary b
		39	4 Pronunciation c, d
		39	5 Speaking & Writing a
		125	Vocabulary bank: A typical day b, Activation
Information exchange	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have. Can indicate time by such phrases as next week, last Friday, in November, three o'clock. Can express numbers, quantities and cost in a limited way. Can name the color of clothes or other familiar objects and can ask the color of such objects.	38	1 Listening & Speaking e
		39	4 Pronunciation c, d
		39	5 Speaking & Writing a
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	38	1 Listening & Speaking d
		39	4 Pronunciation a, b
		125	Vocabulary bank: A typical day a, b
Sustained monologue: describing experience	Can describe him/herself, what he/she does and where he/she lives. Can describe simple aspects of his/her everyday life in a series of simple sentences, using simple words and basic phrases, provided he/she can prepare in advance.	39	5 Speaking & Writing a
Overall written production	Can give information in writing about matters of personal relevance (e.g., likes and dislikes, family, pets) using simple	38	1 Listening & Speaking c
		39	6 Video listening d

	words and basic expressions. Can write simple isolated phrases and sentences.	103	6B Grammar bank	a, b
Creative writing	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do. Can describe in very simple language what a room looks like. Can use simple words and phrases to describe certain everyday objects (e.g., the color of a car, whether it is big or small).	39	5 Speaking & Writing	b
General linguistic range	Has a very basic range of simple expressions about personal details and needs of a concrete type. Can use some basic structures in one-clause sentences with some omission or reduction of elements.	39	5 Speaking & Writing	a, b
Vocabulary range	Has a basic vocabulary repertoire of words and phrases related to particular concrete situations.	38 103 125	3 Grammar 6B Grammar bank Vocabulary bank: A typical day	a a, b a, b
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.	39 103	5 Speaking & Writing 6B Grammar bank	b a, b
Phonological control	Pronunciation of a very limited repertoire of learned words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned. Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	38 39 125	1 Listening & Speaking 4 Pronunciation Vocabulary bank: A typical day	d a, b a, b
Orthographic control	Can copy familiar words and short phrases e.g., simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly. Can spell his/her address, nationality and other personal details. Can use basic punctuation (e.g., full stops, question marks).	38 39	1 Listening & Speaking 5 Speaking & Writing	c b
Spoken fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	38 38 39 39	1 Listening & Speaking 2 Vocabulary 4 Pronunciation 5 Speaking & Writing	e b c, d a
Mediation Relaying specific information in speech	Can relay simple, predictable information about times and places given in short, simple statements.	39	5 Speaking & Writing	

7A Have a nice weekend!

word order in questions: *be* and simple present • common verb phrases 2: free time • /w/, /h/, /ɛr/, and /əʊ/

Level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. Can recognize concrete information (e.g., places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.	42 42 43 126	1 Reading & Listening b, c, d 2 Vocabulary b 4 Pronunciation a, b Vocabulary bank: Common verb phrases 2 1 a
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and re-reading as required.	42	1 Reading & Listening a, b
Reading for information and argument	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. Can understand short texts on subjects of personal interest (e.g., news flashes about sports, music, travel, or stories etc.) written with simple words and supported by illustrations and pictures.	42	1 Reading & Listening a, b
Overall spoken interaction	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	43 43 126	4 Pronunciation b 5 Speaking b, c Vocabulary bank: Common verb phrases 2 1 Activation
Interviewing and being interviewed	Can reply in an interview to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details. Can state in simple language the nature of a problem to a health professional and answer simple questions such as "Does that hurt?" even though he/she has to rely on gestures and body language to reinforce the message.	43	5 Speaking b, c
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	43 126	4 Pronunciation a, b Vocabulary bank: Common verb phrases 2 1 a, b
Sustained monologue: describing experience	Can describe him/herself, what he/she does and where he/she lives. Can describe simple aspects of his/her everyday life in a series of simple sentences, using simple words and basic phrases, provided he/she can prepare in advance.	43	5 Speaking b, c

Overall written production	Can give information in writing about matters of personal relevance (e.g., likes and dislikes, family, pets) using simple words and basic expressions. Can write simple isolated phrases and sentences.	42 43 105	2 Vocabulary 3 Grammar 7A Grammar bank	a a a, b, c
Processing text	Can copy out single words and short texts presented in standard printed format.	42 42 43 43	1 Reading & Listening 2 Vocabulary 3 Grammar 5 Speaking	a, b a a a
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.	43 43 105	3 Grammar 5 Speaking 7A Grammar bank	a a a, b, c
Phonological control	Pronunciation of a very limited repertoire of learned words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned. Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	43 126	4 Pronunciation Vocabulary bank: Common verb phrases 2	a, b 1 a, b
Orthographic control	Can copy familiar words and short phrases e.g., simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly. Can spell his/her address, nationality and other personal details. Can use basic punctuation (e.g., full stops, question marks).	42 43	2 Vocabulary 3 Grammar	a a
Mediation Facilitating collaborative interaction with peers	Can invite others' contributions to very simple tasks using short, simple phrases. Can indicate that he/she understands and ask whether others understand.	43	5 Speaking	

7B Lights, camera, action!

imperatives, object pronouns: *me, him*, etc. • kinds of movies • sentence rhythm

Level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. Can recognize concrete information (e.g., places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.	44	1 Grammar a, b, d, f, g
		45	2 Vocabulary b, c
		45	3 Listening b, c
		45	4 Pronunciation & Speaking a
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and re-reading as required.	44	1 Grammar a, b
Overall spoken interaction	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	44	1 Grammar h
		45	4 Pronunciation & Speaking b, d
Goal-oriented cooperation	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can act on basic instructions that involve times, locations, numbers etc. Can ask people for things, and give people things.	44	1 Grammar h
Information exchange	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have. Can indicate time by such phrases as next week, last Friday, in November, three o'clock. Can express numbers, quantities and cost in a limited way. Can name the color of clothes or other familiar objects and can ask the color of such objects.	45	4 Pronunciation & Speaking d

Overall spoken production	Can produce simple mainly isolated phrases about people and places.	44 45 45	1 Grammar 2 Vocabulary 4 Pronunciation & Speaking	f c a
Overall written production	Can give information in writing about matters of personal relevance (e.g., likes and dislikes, family, pets) using simple words and basic expressions. Can write simple isolated phrases and sentences.	44 45 105	1 Grammar 4 Pronunciation & Speaking 7B Grammar bank	b, c c a, b
Processing text	Can copy out single words and short texts presented in standard printed format.	44 45 45	1 Grammar 2 Vocabulary 3 Listening	b, c, g a c
Vocabulary range	Has a basic vocabulary repertoire of words and phrases related to particular concrete situations.	45 105	2 Vocabulary 7B Grammar bank	a a, b
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.	44 45 105	1 Grammar 3 Listening 7B Grammar bank	c c a, b
Phonological control	Pronunciation of a very limited repertoire of learned words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned. Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	44 45 45	1 Grammar 2 Vocabulary 4 Pronunciation & Speaking	f, g c a, b, d
Orthographic control	Can copy familiar words and short phrases e.g., simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly. Can spell his/her address, nationality and other personal details. Can use basic punctuation (e.g., full stops, question marks).	44 45	1 Grammar 4 Pronunciation & Speaking	b, c c
Coherence and cohesion	Can link words or groups of words with very basic linear connectors like “and” or “then.”	45 45	3 Listening 4 Pronunciation & Speaking	d d
Spoken fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	45	4 Pronunciation & Speaking	b, d
Mediation Facilitating collaborative interaction with peers	Can invite others’ contributions to very simple tasks using short, simple phrases. Can indicate that he/she understands and ask whether others understand.	45	4 Pronunciation and speaking	

Practical English Episode 4: Saying the Date, Talking on the Phone

Level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. Can recognize concrete information (e.g., places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.	46	2 Vocabulary & Pronunciation b, d, e
		47	3 Saying the date a–d
		47	4 Talking on the phone a, b
		47	5 Useful phrases
		127	Vocabulary bank: Months and ordinal numbers 1 a, 2 a, b
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and re-reading as required.	47	2 Vocabulary & Pronunciation a
Reading for information and argument	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. Can understand short texts on subjects of personal interest (e.g., news flashes about sports, music, travel, or stories etc.) written with simple words and supported by illustrations and pictures.	46	2 Vocabulary & Pronunciation a
Overall spoken interaction	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	46	1 Vocabulary c
		46	2 Vocabulary & Pronunciation a, e
		47	3 Saying the date b, e–g
		127	Vocabulary bank: Months and ordinal numbers 1 Activation, 2 Activation
Information exchange	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have. Can indicate time by such phrases as next week, last Friday, in November, three o'clock. Can express numbers, quantities and cost in a limited way. Can name the color of clothes or other familiar objects and can ask the color of such objects.	46	1 Vocabulary c
		46	2 Vocabulary & Pronunciation a
		47	3 Saying the date e–g

Overall spoken production	Can produce simple mainly isolated phrases about people and places.	46 47 47 127	2 Vocabulary & Pronunciation d, e 3 Saying the date b, d 5 Useful phrases Vocabulary bank: Months and ordinal numbers 1 a, 2 a, b
General linguistic range	Has a very basic range of simple expressions about personal details and needs of a concrete type. Can use some basic structures in one-clause sentences with some omission or reduction of elements.	46	1 Vocabulary c
Vocabulary range	Has a basic vocabulary repertoire of words and phrases related to particular concrete situations.	46 46 127	1 Vocabulary a, c 2 Vocabulary & Pronunciation a Vocabulary bank: Months and ordinal numbers 1 a, 2 a, b
Phonological control	Pronunciation of a very limited repertoire of learned words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned. Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	46 47 47 127	2 Vocabulary & Pronunciation d, e 3 Saying the date b, d 5 Useful phrases Vocabulary bank: Months and ordinal numbers 1 a, 2 a, b
Spoken fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	46 47	1 Vocabulary c 3 Saying the date b, e–g
Mediation Facilitating collaborative interaction with peers	Can invite others' contributions to very simple tasks using short, simple phrases. Can indicate that he/she understands and ask whether others understand.	47	3 Saying the date

8A Can I park here?

can / can't • more verb phrases • *can / can't*; /æ/, and /ə/, sentence rhythm

Level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	<p>Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.</p> <p>Can recognize concrete information (e.g., places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.</p>	<p>48</p> <p>48–49</p> <p>49</p> <p>49</p>	<p>1 Reading & Vocabulary b, c</p> <p>2 Grammar b–d</p> <p>3 Pronunciation & Listening a–c, e</p> <p>4 Vocabulary b</p>
Overall reading comprehension	<p>Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and re-reading as required.</p>	<p>48</p> <p>48–49</p> <p>49</p>	<p>1 Reading & Vocabulary a</p> <p>2 Grammar a</p> <p>4 Vocabulary a</p>
Overall spoken interaction	<p>Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or very familiar topics.</p>	<p>48</p> <p>49</p> <p>49</p> <p>49</p> <p>80, 84</p>	<p>1 Reading & Vocabulary c</p> <p>3 Pronunciation & Listening d</p> <p>4 Vocabulary c</p> <p>5 Speaking & Writing a, b</p> <p>Communication 8A a, b</p>
Conversation	<p>Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.</p> <p>Can take part in a simple conversation of a basic factual nature on a predictable topic, e.g., his/her home country, family, school.</p> <p>Can make an introduction and use basic greeting and leave-taking expressions.</p> <p>Can ask how people are and react to news.</p>	<p>48</p> <p>80, 84</p>	<p>1 Reading & Vocabulary c</p> <p>Communication 8A a, b</p>
Information exchange	<p>Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.</p> <p>Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</p> <p>Can ask and answer questions about themselves and other people, where they live, people they know, things they have.</p> <p>Can indicate time by such phrases as next week, last Friday, in November, three o'clock.</p> <p>Can express numbers, quantities and</p>	<p>80, 84</p>	<p>Communication 8A a, b</p>

	cost in a limited way. Can name the color of clothes or other familiar objects and can ask the color of such objects.		
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	48 49 49	1 Reading & Vocabulary c 3 Pronunciation & Listening a, d 4 Vocabulary c
Overall written production	Can give information in writing about matters of personal relevance (e.g., likes and dislikes, family, pets) using simple words and basic expressions. Can write simple isolated phrases and sentences.	48 48–49 49 49 49 107	1 Reading & Vocabulary a 2 Grammar c, e 3 Pronunciation & Listening e 4 Vocabulary a 5 Speaking & Writing b 8A Grammar bank a, b
Creative writing	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do. Can describe in very simple language what a room looks like. Can use simple words and phrases to describe certain everyday objects (e.g., the color of a car, whether it is big or small).	49	5 Speaking & Writing b
Processing text	Can copy out single words and short texts presented in standard printed format.	48 48–49 49	1 Reading & Vocabulary a 2 Grammar c, e 4 Vocabulary a
General linguistic range	Has a very basic range of simple expressions about personal details and needs of a concrete type. Can use some basic structures in one-clause sentences with some omission or reduction of elements.	48 49	1 Reading & Vocabulary c 5 Speaking & Writing a, b
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.	49 107	2 Grammar e 8A Grammar bank a, b
Phonological control	Pronunciation of a very limited repertoire of learned words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned. Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	49	3 Pronunciation & Listening a, d
Sociolinguistic appropriateness	Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry etc.	80, 84	Communication 8A a, b
Spoken fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to	48 49 80, 84	1 Reading & Vocabulary c 5 Speaking & Writing a Communication 8A a, b

	repair communication.		
Mediation Processing text in speech	Can convey simple, predictable information given in short, very simple signs and notices, posters and programmes.	49	4 Vocabulary
Mediation Relaying specific information in speech	Can relay simple, predictable information about times and places given in short, simple statements).	49, 80, 84	5 Communication

8B I ♥ cooking

like / love / hate + verb + -ing • activities • /ʊ/, /u/, and /ɪ/, sentence rhythm

Level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. Can recognize concrete information (e.g., places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.	51 51 51 128	3 Pronunciation & Speaking a, b 4 Reading & Writing b 5 Video Listening Vocabulary bank: Activities
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and re-reading as required.	50 51	2 Grammar a 4 Reading & Writing a
Reading correspondence		51	4 Reading & Writing a
Reading for information and argument	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. Can understand short texts on subjects of personal interest (e.g., news flashes about sports, music, travel, or stories etc.) written with simple words and supported by illustrations and pictures.	51	4 Reading & Writing a
Overall spoken interaction	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	50 51 51 128	2 Grammar a 3 Pronunciation & Speaking c 4 Reading & Writing c, d Vocabulary bank: Activities Activation
Goal-oriented cooperation	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can act on basic instructions that involve times, locations, numbers etc. Can ask people for things, and give people things.	50	2 Grammar a
Information exchange	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about	50 51	2 Grammar a 4 Reading & Writing c, d

	<p>themselves and other people, where they live, people they know, things they have.</p> <p>Can indicate time by such phrases as next week, last Friday, in November, three o'clock.</p> <p>Can express numbers, quantities and cost in a limited way.</p> <p>Can name the color of clothes or other familiar objects and can ask the color of such objects.</p>		
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	51 128	3 Pronunciation & Speaking Vocabulary bank: Activities a, b
General linguistic range	<p>Has a very basic range of simple expressions about personal details and needs of a concrete type.</p> <p>Can use some basic structures in one-clause sentences with some omission or reduction of elements.</p>	51 51	3 Pronunciation & Speaking 4 Reading & Writing c c, d
Vocabulary range	Has a basic vocabulary repertoire of words and phrases related to particular concrete situations.	50 51 107 128	1 Vocabulary 4 Reading & Writing 8B Grammar bank Vocabulary bank: Activities a a a, b
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.	50 107	2 Grammar 8B Grammar bank a, b a, b
Phonological control	Pronunciation of a very limited repertoire of learned words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned. Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	51 128	3 Pronunciation & Speaking Vocabulary bank: Activities a, b
Spoken fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	51 51	3 Pronunciation & Speaking 4 Reading & Writing c c, d
Mediation Facilitating collaborative interaction with peers	Can invite others' contributions to very simple tasks using short, simple phrases. Can indicate that he/she understands and ask whether others understand.	51	3 Pronunciation and speaking

9A Everything's fine!

present continuous • common verb phrases 2: traveling • sentence rhythm

Level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. Can recognize concrete information (e.g., places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.	54	1 Grammar a, d
		55	2 Pronunciation a
		55	3 Vocabulary & Listening c, d
		55	4 Reading b, d
		126	Vocabulary bank: Common verb phrases 2 2
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and re-reading as required.	54	1 Grammar a
		55	4 Reading a, c
Reading correspondence		55	4 Reading a, c
Reading for information and argument	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. Can understand short texts on subjects of personal interest (e.g., news flashes about sports, music, travel, or stories etc.) written with simple words and supported by illustrations and pictures.	55	4 Reading a
Overall spoken interaction	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	55	2 Pronunciation b, c
		80, 84	Communication 9A a–d
		126	Vocabulary bank: Common verb phrases 2 2 Activation
Information exchange	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have. Can indicate time by such phrases as next week, last Friday, in November, three o'clock. Can express numbers, quantities and cost in a limited way.	55	2 Pronunciation c
		80, 84	Communication 9A a–d

	Can name the color of clothes or other familiar objects and can ask the color of such objects.		
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	54 55 126	1 Grammar d 2 Pronunciation a, b Vocabulary bank: Common verb phrases 2 2
Sustained monologue: describing experience	Can describe him/herself, what he/she does and where he/she lives. Can describe simple aspects of his/her everyday life in a series of simple sentences, using simple words and basic phrases, provided he/she can prepare in advance.	54 80, 84	1 Grammar e Communication 9A a–d
Overall written production	Can give information in writing about matters of personal relevance (e.g., likes and dislikes, family, pets) using simple words and basic expressions. Can write simple isolated phrases and sentences.	55 55 109	3 Vocabulary & Listening a, c 4 Reading c 9A Grammar bank a, b
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.	54 109	1 Grammar b, d 9A Grammar bank a, b
Phonological control	Pronunciation of a very limited repertoire of learned words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned. Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	54 55 126	1 Grammar d 2 Pronunciation a–c Vocabulary bank: Common verb phrases 2 2
Mediation Processing text in speech	Can convey simple, predictable information given in short, very simple signs and notices, posters and programmes.	55, 80, 84	5 Communication

9B Working undercover

present continuous or simple present? • clothes • /ər/, other vowel sounds

Level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. Can recognize concrete information (e.g., places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.	56	1 Reading b, c
		57	2 Grammar b
		57	3 Vocabulary & Pronunciation c, e
		57	4 Listening & Speaking b, c
		129	Vocabulary bank: Clothes a, b
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and re-reading as required.	56	1 Reading b, c
		57	2 Grammar a, b, d
		57	4 Listening & Speaking a, b
		85	Communication 9B
Reading for information and argument	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. Can understand short texts on subjects of personal interest (e.g., news flashes about sports, music, travel, or stories etc.) written with simple words and supported by illustrations and pictures.	56	1 Reading b, c
		57	3 Vocabulary & Pronunciation a
		85	Communication 9B
Overall spoken interaction	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or very familiar topics.	57	4 Listening & Speaking d
		129	Vocabulary bank: Clothes Activation
Information exchange	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and others, where they live, people they know, things they have. Can indicate time by such phrases as next week, last Friday, in November, three o'clock. Can express numbers, quantities and cost in a limited way. Can name the color of clothes or other familiar objects and can ask the color of such objects.	57	4 Listening & Speaking d

Overall spoken production	Can produce simple mainly isolated phrases about people and places.	57 129	3 Vocabulary & Pronunciation Vocabulary bank: Clothes	c, e, f a, b
Overall written production	Can give information in writing about matters of personal relevance (e.g., likes and dislikes, family, pets) using simple words and basic expressions. Can write simple isolated phrases and sentences.	57 57 109	2 Grammar 3 Vocabulary & Pronunciation 9B Grammar bank	a, c d a, b
Processing text	Can copy out single words and short texts presented in standard printed format.	57	2 Grammar	a, c
Vocabulary range	Has a basic vocabulary repertoire of words and phrases related to particular concrete situations.	57 109 129	3 Vocabulary & Pronunciation 9B Grammar bank Vocabulary bank: Clothes	a a, b a, b
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.	57 109	2 Grammar 9B Grammar bank	a, c a, b
Phonological control	Pronunciation of a very limited repertoire of learned words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned. Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	57 129	3 Vocabulary & Pronunciation Vocabulary bank: Clothes	c–f a, b
Coherence and cohesion	Can link words or groups of words with very basic linear connectors like “and” or “then.”	56 57	1 Reading 4 Listening & Speaking	e d
Mediation Facilitating collaborative interaction with peers	Can invite others’ contributions to very simple tasks using short, simple phrases. Can indicate that he/she understands and ask whether others understand.	57	4 Listening and speaking	

Practical English Episode 5: Inviting and Offering

Level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. Can recognize concrete information (e.g., places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.	58	1 Inviting and offering a, b
		59	2 Pronunciation a
		59	3 Meeting an old friend a, b
		59	4 Useful phrases
		59	5 Speaking & Writing a
Overall spoken interaction	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	59	2 Pronunciation b, c
		59	5 Speaking & Writing a–c
Correspondence		87	Writing 4 An email a–f
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	59	2 Pronunciation a
		59	4 Useful phrases
Overall written production	Can give information in writing about matters of personal relevance (e.g., likes and dislikes, family, pets) using simple words and basic expressions. Can write simple isolated phrases and sentences.	87	Writing 4 An email d, e
Creative writing	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do. Can describe in very simple language what a room looks like. Can use simple words and phrases to describe certain everyday objects (e.g., the color of a car, whether it is big or small).	87	Writing 4 An email d, e
Processing text	Can copy out single words and short texts presented in standard printed format.	58	1 Inviting and offering b, c
		59	3 Meeting an old friend b
General linguistic range	Has a very basic range of simple expressions about personal details and needs of a concrete type. Can use some basic structures in one-clause sentences with some omission or reduction of elements.	87	Writing 4 An email d, e
Vocabulary range	Has a basic vocabulary repertoire of words and phrases related to particular concrete situations.	58	1 Inviting and offering c

Phonological control	Pronunciation of a very limited repertoire of learned words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned. Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	59 59 59	2 Pronunciation 4 Useful phrases 5 Speaking & Writing	a–c a
Orthographic control	Can copy familiar words and short phrases e.g., simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly. Can spell his/her address, nationality and other personal details. Can use basic punctuation (e.g., full stops, question marks).	87	4 Writing An email	d, e
Sociolinguistic appropriateness	Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry etc.	59 59 87	2 Pronunciation 5 Speaking & Writing Writing 4 An email	b, c b, c d, e
Spoken fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	59 59	2 Pronunciation 5 Speaking & Writing	b, c b, c
Mediation Facilitating collaborative interaction with peers	Can invite others' contributions to very simple tasks using short, simple phrases. Can indicate that he/she understands and ask whether others understand.	59	5 Speaking and writing	

10A A room with a view

there's a... / there are some... • hotels, in, on, under • /ɪr/ and /ɛr/

Level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. Can recognize concrete information (e.g., places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.	60	1 Reading & Vocabulary a
		60	2 Grammar a–c
		61	3 Pronunciation a, b
		130	Vocabulary bank: Hotels 1 a, 2 a
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and re-reading as required.	60	1 Reading & Vocabulary a
		60	2 Grammar b
Reading for information and argument	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. Can understand short texts on subjects of personal interest (e.g., news flashes about sports, music, travel, or stories etc.) written with simple words and supported by illustrations and pictures.	60	2 Grammar b
Overall spoken interaction	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	61	3 Pronunciation c, d
		61	4 Vocabulary & Speaking b
		80, 84	Communication 10A a, b
		130	Vocabulary bank: Hotels 2 c
Information exchange	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have. Can indicate time by such phrases as next week, last Friday, in November, three o'clock. Can express numbers, quantities and cost in a limited way. Can name the color of clothes or other familiar objects and can ask the color of such objects.	61	3 Pronunciation c, d
		80, 84	Communication 10A a, b

Overall spoken production	Can produce simple mainly isolated phrases about people and places.	61 130	3 Pronunciation a, b Vocabulary bank: Hotels 1 a, b, 2 a, b
Overall written production	Can give information in writing about matters of personal relevance (e.g., likes and dislikes, family, pets) using simple words and basic expressions. Can write simple isolated phrases and sentences.	60 61 111	2 Grammar f 4 Vocabulary & Speaking a 10A Grammar bank a, b
Processing text	Can copy out single words and short texts presented in standard printed format.	61	4 Vocabulary & Speaking a
General linguistic range	Has a very basic range of simple expressions about personal details and needs of a concrete type. Can use some basic structures in one-clause sentences with some omission or reduction of elements.	60	1 Reading & Vocabulary a
Vocabulary range	Has a basic vocabulary repertoire of words and phrases related to particular concrete situations.	60 60 80, 84 111 130	1 Reading & Vocabulary b 2 Grammar a, b Communication 10A a, b 10A Grammar bank a, b Vocabulary bank: Hotels 1 a, b, 2 a, b
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.	60 61 111	2 Grammar b 4 Vocabulary & Speaking a 10A Grammar bank a, b
Phonological control	Pronunciation of a very limited repertoire of learned words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned. Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	61 61 80, 84 130	3 Pronunciation a–d 4 Vocabulary & Speaking b Communication 10A a, b Vocabulary bank: Hotels 1 a, b, 2 a, b
Orthographic control	Can copy familiar words and short phrases e.g., simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly. Can spell his/her address, nationality and other personal details. Can use basic punctuation (e.g., full stops, question marks).	61 61	3 Pronunciation b 4 Vocabulary & Speaking a
Spoken fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	60 61 80, 84	1 Reading & Vocabulary a 4 Vocabulary & Speaking b Communication 10A a, b
Mediation Relaying specific information in speech	Can relay simple, predictable information about times and places given in short, simple statements.	61, 80, 84	4 Vocabulary and speaking

10B Where were you?

simple past: *be* • *in, on, at* • *was* and *were*, sentence rhythm

Level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. Can recognize concrete information (e.g., places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.	62	1 Grammar b, e
		62	2 Listening a
		62–63	3 Vocabulary c, e
		63	4 Pronunciation a
		63	5 Video Listening a, b
Overall spoken interaction	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	62	3 Vocabulary d
		63	4 Pronunciation b, c
Goal-oriented cooperation	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can act on basic instructions that involve times, locations, numbers etc. Can ask people for things, and give people things.	62	3 Vocabulary d
Information exchange	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have. Can indicate time by such phrases as next week, last Friday, in November, three o'clock. Can express numbers, quantities and cost in a limited way. Can name the color of clothes or other familiar objects and can ask the color of such objects.	62	3 Vocabulary d
		63	4 Pronunciation b, c
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	62	1 Grammar e
		62	3 Vocabulary c
		63	4 Pronunciation a

Overall written production	Can give information in writing about matters of personal relevance (e.g., likes and dislikes, family, pets) using simple words and basic expressions. Can write simple isolated phrases and sentences.	62 62 63 111	1 Grammar 2 Listening 3 Vocabulary 10B Grammar bank	b, c a e a, b
Processing text	Can copy out single words and short texts presented in standard printed format.	62 62 62	1 Grammar 2 Listening 3 Vocabulary	b a a, b
Vocabulary range	Has a basic vocabulary repertoire of words and phrases related to particular concrete situations.	62 111	3 Vocabulary 10B Grammar bank	a, b a, b
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.	62 62 111	1 Grammar 3 Vocabulary 10B Grammar bank	c a, b a, b
Phonological control	Pronunciation of a very limited repertoire of learned words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned. Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	62 62 63	1 Grammar 3 Vocabulary 4 Pronunciation	e c, d a, b
Orthographic control	Can copy familiar words and short phrases e.g., simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly. Can spell his/her address, nationality and other personal details. Can use basic punctuation (e.g., full stops, question marks).	63	3 Vocabulary	e
Coherence and cohesion	Can link words or groups of words with very basic linear connectors like “and” or “then”.	62	2 Listening	b
Mediation Relaying specific information in speech	Can relay simple, predictable information about times and places given in short, simple statements.	62	3 Vocabulary	

11A A new life in the US

simple past: regular verbs • regular verbs • regular simple past endings

Level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. Can recognize concrete information (e.g., places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.	66	1 Grammar a, b
		67	2 Pronunciation a, b
		67	4 Reading & Listening a, b
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and re-reading as required.	66	1 Grammar a, b, f
		67	4 Reading & Listening a
Reading for information and argument	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. Can understand short texts on subjects of personal interest (e.g., news flashes about sports, music, travel, or stories etc.) written with simple words and supported by illustrations and pictures.	66	1 Grammar a, b, f
		67	4 Reading & Listening a
Overall spoken interaction	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	66	1 Grammar e
		67	3 Speaking a, b, c
Information exchange	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have. Can indicate time by such phrases as next week, last Friday, in November, three o'clock. Can express numbers, quantities and cost in a limited way. Can name the color of clothes or other familiar objects and can ask the color of such objects.	66	1 Grammar e
		67	3 Speaking a, b, c

Overall spoken production	Can produce simple mainly isolated phrases about people and places.	66	1 Grammar	e
		67	2 Pronunciation	a, b, c
Overall written production	Can give information in writing about matters of personal relevance (e.g., likes and dislikes, family, pets) using simple words and basic expressions. Can write simple isolated phrases and sentences.	66	1 Grammar	c
		113	11A Grammar bank	a, b
Vocabulary range	Has a basic vocabulary repertoire of words and phrases related to particular concrete situations.	66	1 Grammar	a, b
		67	3 Speaking	a, b, c
		113	11A Grammar bank	a, b
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.	66	1 Grammar	c, e
		113	11A Grammar bank	a, b
Phonological control	Pronunciation of a very limited repertoire of learned words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned. Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	66	1 Grammar	e
		67	2 Pronunciation	a, b
		67	3 Speaking	a, b
Orthographic control	Can copy familiar words and short phrases e.g., simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly. Can spell his/her address, nationality and other personal details. Can use basic punctuation (e.g., full stops, question marks).	66	1 Grammar	c
Coherence and cohesion	Can link words or groups of words with very basic linear connectors like “and” or “then”.	67	4 Reading & Listening	d
Spoken fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	67	3 Speaking	a, b, c
Mediation Relaying specific information in speech	Can relay simple, predictable information about times and places given in short, simple statements.	67	3 Speaking	

11B How was your day?

simple past irregular verbs: *get, go, have, do* • verb phrases with *get, go, have, do* • sentence rhythm

Level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. Can recognize concrete information (e.g., places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.	68	1 Vocabulary b
		68	2 Listening a–c
		68	3 Grammar b
		69	4 Pronunciation & Speaking a
		69	5 Reading b
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and re-reading as required.	68	2 Listening b
		68	3 Grammar a
		69	5 Reading a–c
		87	Writing 5 A blog post a, b
Reading for information and argument	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. Can understand short texts on subjects of personal interest (e.g., news flashes about sports, music, travel, or stories etc.) written with simple words and supported by illustrations and pictures.	68	2 Listening b
		68	3 Grammar a
		69	5 Reading a–c
		87	Writing 5 A blog post a, b
Overall spoken interaction	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or very familiar topics.	68	1 Vocabulary c
		69	5 Reading c
		81	Communication 11B a, b
Information exchange	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and others, where they live, people they know, things they have. Can indicate time by such phrases as next week, last Friday, in November, three o'clock. Can express numbers, quantities and cost in a limited way. Can name the color of clothes or other familiar objects and can ask the color of such objects.	69	5 Reading c
		81	Communication 11B a, b

Interviewing and being interviewed	Can reply in an interview to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details. Can state in simple language the nature of a problem to a health professional and answer simple questions such as "Does that hurt?" even though he/she has to rely on gestures and body language to reinforce the message.	81	Communication 11B	a, b
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	68 69	3 Grammar 4 Pronunciation & Speaking	b, c a
Overall written production	Can give information in writing about matters of personal relevance (e.g., likes and dislikes, family, pets) using simple words and basic expressions. Can write simple isolated phrases and sentences.	68 68 68 69 87 113	1 Vocabulary 2 Listening 3 Grammar 5 Reading Writing 5 A blog post 11B Grammar bank	a b a b, e c a, b
Creative writing	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do. Can describe in very simple language what a room looks like. Can use simple words and phrases to describe certain everyday objects (e.g., the color of a car, whether it is big or small).	87	Writing 5 A blog post	c
Processing text	Can copy out single words and short texts presented in standard printed format.	68 68 69	2 Listening 3 Grammar 5 Reading	b a b, e
Vocabulary range	Has a basic vocabulary repertoire of words and phrases related to particular concrete situations.	68 69 87 113	1 Vocabulary 5 Reading Writing 5 A blog post 11B Grammar bank	a d, e b, c a, b
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.	68 69 87 113	3 Grammar 5 Reading Writing 5 A blog post 11B Grammar bank	a, b d, e c a, b
Phonological control	Pronunciation of a very limited repertoire of learned words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned. Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	68 69	3 Grammar 4 Pronunciation & Speaking	b a
Orthographic control	Can copy familiar words and short phrases e.g., simple signs or instructions, names of everyday objects, names of	68 68	1 Vocabulary 2 Listening	a b

	shops and set phrases used regularly. Can spell his/her address, nationality and other personal details. Can use basic punctuation (e.g., full stops, question marks).	68 69 87	3 Grammar 5 Reading Writing 5 A blog post	a e c
Coherence and cohesion	Can link words or groups of words with very basic linear connectors like “and” or “then.”	87	Writing 5 A blog post	c
Spoken fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	81	Communication 11B	a, b
Mediation Facilitating collaborative interaction with peers	Can invite others’ contributions to very simple tasks using short, simple phrases. Can indicate that he/she understands and ask whether others understand.	69, 81	Communication	

Practical English 6: Asking For and Giving Directions

Level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. Can recognize concrete information (e.g., places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.	70	1 Vocabulary and Pronunciation a–c
		71	2 Asking for and giving directions a–c
		71	3 Where's Jenny's hotel? a, b
		71	4 Useful phrases
Overall spoken interaction	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	70	1 Vocabulary and Pronunciation d
		71	2 Asking for and giving directions c, d
		81, 85	Communication a–d
Goal-oriented cooperation	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can act on basic instructions that involve times, locations, numbers etc. Can ask people for things, and give people things.	70	1 Vocabulary and Pronunciation d
		71	2 Asking for and giving directions d
		81, 85	Communication a–d
Information exchange	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have. Can indicate time by such phrases as next week, last Friday, in November, three o'clock. Can express numbers, quantities and cost in a limited way. Can name the color of clothes or other familiar objects and can ask the color of such objects.	70	1 Vocabulary and Pronunciation d
		71	2 Asking for and giving directions d
		81, 85	Communication a–d
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	70	1 Vocabulary and Pronunciation a, c
		71	2 Asking for and giving directions a, d
		71	4 Useful phrases
		81, 85	Communication a–d

Overall written production	Can give information in writing about matters of personal relevance (e.g., likes and dislikes, family, pets) using simple words and basic expressions. Can write simple isolated phrases and sentences.	70 71	1 Vocabulary and Pronunciation 3 Where's Jenny's hotel?	b b
Vocabulary range	Has a basic vocabulary repertoire of words and phrases related to particular concrete situations.	70 71 71	1 Vocabulary and Pronunciation 2 Asking for and giving directions 3 Where's Jenny's hotel?	a, b a b
Phonological control	Pronunciation of a very limited repertoire of learned words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned. Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	70 71 71 81, 85	1 Vocabulary and Pronunciation 2 Asking for and giving directions 4 Useful phrases Communication	a, c, d a, c a–d
Orthographic control	Can copy familiar words and short phrases e.g., simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly. Can spell his/her address, nationality and other personal details. Can use basic punctuation (e.g., full stops, question marks).	70 71	1 Vocabulary and Pronunciation 3 Where's Jenny's hotel?	b b
Sociolinguistic appropriateness	Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry etc.	70 81	1 Vocabulary and Pronunciation Communication	d a–d
Spoken fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	70 81, 85	1 Vocabulary and Pronunciation Communication	d a–d
Mediation Relaying specific information in speech	Can relay simple, predictable information about times and places given in short, simple statements.	71	2 Asking for directions	

12A Strangers on a train

simple past: regular and irregular verbs • regular and irregular verbs • irregular verbs

Level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. Can recognize concrete information (e.g., places and times) on familiar topics encountered in everyday life, provided it is delivered in slow and clear speech.	72	1 Vocabulary & Pronunciation b, c
		72	2 Reading & Listening
		73	3 Grammar b, c
		73	4 Video Listening a–c
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and re-reading as required.	72	1 Vocabulary & Pronunciation a
		72	2 Reading & Listening
		73	3 Grammar a
Reading for information and argument	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. Can understand short texts on subjects of personal interest (e.g., news flashes about sports, music, travel, or stories etc.) written with simple words and supported by illustrations and pictures.	72	1 Vocabulary & Pronunciation a
		72	2 Reading & Listening
Overall spoken interaction	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	72	2 Reading & Listening
		73	3 Grammar d
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	72	1 Vocabulary & Pronunciation b, c
		73	3 Grammar d
Overall written production	Can give information in writing about matters of personal relevance (e.g., likes and dislikes, family, pets) using simple words and basic expressions. Can write simple isolated phrases and sentences.	72	1 Vocabulary & Pronunciation a
		115	12A Grammar bank
Processing text	Can copy out single words and short texts presented in standard printed format.	73	3 Grammar a
General linguistic range	Has a very basic range of simple expressions about personal details and needs of a concrete type. Can use some basic structures in one-clause sentences with some omission or reduction of elements.	73	3 Grammar d
		73	4 Video Listening c

Vocabulary range	Has a basic vocabulary repertoire of words and phrases related to particular concrete situations.	72 73 115	1 Vocabulary & Pronunciation 3 Grammar 12A Grammar bank	a a
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.	72 73	1 Vocabulary & Pronunciation 3 Grammar 12A Grammar bank	a a
Phonological control	Pronunciation of a very limited repertoire of learned words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned. Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	72 73	1 Vocabulary & Pronunciation 4 Video Listening	a, b, c b
Orthographic control	Can copy familiar words and short phrases e.g., simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly. Can spell his/her address, nationality and other personal details. Can use basic punctuation (e.g., full stops, question marks).	72	1 Vocabulary & Pronunciation	a
Spoken fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	73	3 Grammar	d
Mediation Expressing a personal response to creative texts (including literature)	Can use simple words and phrases to say how a work made him/her feel.	73	4 Video listening	

12B Review the past

simple past review • review of past verb forms • review of vowel sounds

Level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and re-reading as required.	74–75	Revise the past
Overall spoken interaction	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	74–75	Revise the past
Information exchange	<p>Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.</p> <p>Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</p> <p>Can ask and answer questions about themselves and other people, where they live, people they know, things they have.</p> <p>Can indicate time by such phrases as next week, last Friday, in November, three o'clock.</p> <p>Can express numbers, quantities and cost in a limited way.</p> <p>Can name the color of clothes or other familiar objects and can ask the color of such objects.</p>	74–75	Revise the past
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	74–75	Revise the past
Processing text	Can copy out single words and short texts presented in standard printed format.	74–75	Revise the past
General linguistic range	<p>Has a very basic range of simple expressions about personal details and needs of a concrete type.</p> <p>Can use some basic structures in one-clause sentences with some omission or reduction of elements.</p>	74–75	Revise the past
Vocabulary range	Has a basic vocabulary repertoire of words and phrases related to particular concrete situations.	74–75	Revise the past

Spoken fluency	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	74–75	Revise the past
Sociolinguistic appropriateness	Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry etc.	74–75	Revise the past
Phonological control	Pronunciation of a very limited repertoire of learned words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned. Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	74–75	Revise the past
Mediation Facilitating collaborative interaction with peers	Can invite others' contributions to very simple tasks using short, simple phrases. Can indicate that he/she understands and ask whether others understand.	74, 75	Revise the past