

1A Welcome to the class

verb *be* + • subject pronouns: *I, you*, etc. • days of the week • numbers 0–20 •
vowel sounds • word stress

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.	6	1 Listening & Speaking a, b, c
		7	2 Grammar c, d
		7	3 Pronunciation a, b, c
		7	4 Vocabulary a, c
		7	5 Listening & Speaking a–c
		148	Vocabulary Bank: Days and Numbers 1 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.	6	1 Listening & Speaking b
		7	5 Listening & Speaking c
Conversation	Can make an introduction and use basic greeting and leave-taking expressions. Can ask how people are and react to news.	6	1 Listening & Speaking e
		7	2 Grammar f
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	6	1 Listening & Speaking e
		7	2 Grammar e, f
		7	4 Vocabulary c
		7	5 Listening & Speaking c
Overall written production	Can write simple isolated phrases and sentences.	6	1 Listening & Speaking b, d
		7	2 Grammar a
		7	3 Pronunciation b, d, e
		7	5 Listening & Speaking b
		125	1A Grammar Bank a–c
Processing text	Can copy out single words and short texts presented in standard printed format.	6	1 Listening & Speaking d
General linguistic range	Has a very basic range of simple expressions about personal details and needs of a concrete type.	6	1 Listening & Speaking e
		7	2 Grammar f
		7	5 Listening & Speaking c
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	7	4 Vocabulary a, c
		125	1A Grammar Bank a–c
		148	Vocabulary Bank: Days and Numbers 1 a–c, Activation
		148	Vocabulary Bank: Days and Numbers 2 a, b, Activation
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.	7	2 Grammar a, c, d, f
		125	1A Grammar Bank a–c
Phonological control	Pronunciation of a very limited repertoire of learned words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	6	1 Listening & Speaking c, e
		7	3 Pronunciation a, c, e
		148	Vocabulary Bank: Days and Numbers 1 a–c, Activation
		148	Vocabulary Bank: Days and Numbers 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.	6	1 Listening & Speaking b
		148	Vocabulary Bank: Days and Numbers 1 a, Activation
		148	Vocabulary Bank: Days and Numbers 2 a, Activation
Spoken fluency	Can manage very short, isolated, mainly prepackaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	6	1 Listening & Speaking e
		7	2 Grammar f
		7	4 Vocabulary c
		7	5 Listening & Speaking c
		148	Vocabulary Bank: Days and Numbers 1 Activation
		148	Vocabulary Bank: Days and Numbers 2 Activation

1B One world

verb *be* ☐ and ☐ • countries • numbers 21–100 • /ə/ • consonant sounds /tʃ/, /ʃ/, /dʒ/ • word stress

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.	8	2 Pronunciation c
		8	2 Pronunciation a, b
		9	3 Grammar d
		9	5 Vocabulary c
		9	6 Listening a, b
		148	Vocabulary Bank: Days and Numbers 3 b
		149	Vocabulary Bank: Countries 1 b
		149	Vocabulary Bank: Countries 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 rereading as required.	9	3 Grammar a, b
Reading for information & argument	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.	102, 108	1B Communication 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.	9	4 Pronunciation & Speaking b
		102, 108	1B Communication a, b
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.	9	3 Grammar e
		9	4 Pronunciation & Speaking b
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	8	2 Pronunciation c
		9	3 Grammar d, e
		9	4 Pronunciation & Speaking b
		9	5 Vocabulary d
		102, 108	1B Communication a, b
Overall written production	Can write simple isolated phrases and sentences.	8	1 Vocabulary c
		125	1B Grammar Bank a–c
General linguistic range	Has a very basic range of simple expressions about personal details and needs of a concrete type.	9	3 Grammar e
		9	4 Pronunciation & Speaking b
		9	6 Listening c
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	8	1 Pronunciation c
		9	5 Vocabulary a, c, d
		125	1B Grammar Bank a–c
		148	Vocabulary Bank: Days and Numbers 3 a–b
		149	Vocabulary Bank: Countries 1 a–c
		149	Vocabulary Bank: Countries 2 a–b
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.	9	3 Grammar a, d, e
		9	4 Speaking b
		125	1B Grammar Bank a–c
Phonological control	Pronunciation of a very limited repertoire of learned words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	8	2 Pronunciation a, b
		9	6 Pronunciation & Listening a
		148	Vocabulary Bank: Days and Numbers 3 b
Spoken fluency	Can manage very short, isolated, mainly prepackaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	8	1 Vocabulary c
		9	3 Grammar e
		9	4 Speaking b
		9	5 Vocabulary d
		102, 108	1B Communication a–c

1C What's your email?

possessive adjectives: *my, your*, etc. • classroom language • /oʊ/, /u/, /ər/ • the alphabet • sentence stress

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.	10 10 11 11 150	1 Vocabulary b 2 Pronunciation a–e 3 Listening & Speaking a–c 4 Grammar c Vocabulary Bank: Classroom language b
Listening to announcements & instructions	Can understand instructions addressed carefully and slowly to him/her and follow short, simple directions.	10	1 Vocabulary g
Reading for information & argument	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.	102, 108	1C Communication a–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 on very familiar topics.	102, 108	1C Communication a–c
Overall written interaction	Can ask for or pass on personal details in written form.	11	3 Listening & Speaking d
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	102, 108	1C Communication a–c
Overall written production	Can write simple isolated phrases and sentences.	11 11 113	3 Listening & Speaking a, b 4 Grammar a 1 Writing b, d
Processing text	Can copy out single words and short texts presented in standard printed format.	113	1 Writing d
General linguistic range	Has a very basic range of simple expressions about personal details and needs of a concrete type.	11	3 Listening & Speaking b, d
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	10 10 125 150	1 Vocabulary a, b, g 2 Pronunciation f 1C Grammar Bank a, b Vocabulary Bank: Classroom language a–c
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.	11 125	4 Grammar a 1C Grammar Bank a, b
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	10 11	2 Pronunciation a–c, f 3 Listening & Speaking c
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.	11 113	3 Listening & Speaking a, b 1 Writing b–d
Spoken fluency	Can manage very short, isolated, mainly prepackaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	11 11	3 Listening & Speaking d 4 Grammar c

Practical English Episode 1: Arriving in London

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.	12 12 12–13 13	1 Vocabulary b 2 Introduction a, b 3 Checking in a–c, g 4 Jenny talks to Rob a–f
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.	13 13	3 Checking in e 4 Jenny talks to Rob a
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	12 12–13	2 Introduction b 3 Checking in d–f
General linguistic range	Has a very basic range of simple expressions about personal details and needs of a concrete type.	12–13 13	3 Checking in a, e, f, h 4 Jenny talks to Rob c, e
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	12	1 Vocabulary a, b
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.	13 13	3 Checking in h 4 Jenny talks to Rob 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.	12	3 Checking in a
Sociolinguistic appropriateness	Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry, etc.	12–13 13	3 Checking in b, d–f, h 4 Jenny talks to Rob b
Spoken fluency	Can manage very short, isolated, mainly prepackaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	12 12–13 13	2 Introduction b 3 Checking in b, d–f 4 Jenny talks to Rob f
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	3 Checking in e, f, g, h 4 Jenny talks to Rob d

2A Are you neat or messy?

singular and plural nouns • things • *in, on, under* • final -s and -es

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.	15 15 151	3 Pronunciation a, b 5 Listening b, c Vocabulary Bank: Things 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.	103 108	2A Communication a–c Vocabulary Bank: Things c
Information exchange	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	15 15	5 Listening d 3 Pronunciation c
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	15 15	5 Listening d 3 Pronunciation c
Overall written production	Can write simple isolated phrases and sentences.	15 127	2 Grammar a 2A Grammar Bank a, b
General linguistic range	Has a very basic range of simple expressions about personal details and needs of a concrete type.	15	3 Pronunciation c
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	15 15 103, 108 127 151	1 Vocabulary b 5 Listening c 2A Communication b, c 2A Grammar Bank a, b Vocabulary Bank: Things a–c
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.	15 127	2 Grammar a 2A Grammar Bank a, b
Phonological control	Pronunciation of a very limited repertoire of learned words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	15 151	3 Pronunciation a–c Vocabulary Bank: Things a
Spoken fluency	Can manage very short, isolated, mainly prepackaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	15 15	5 Listening d 3 Pronunciation c
Mediation Processing text in speech	Can convey simple, predictable information given in short, very simple signs and notices, posters and programmes.	103, 108	2A Communication a - c

2B Made in America

adjectives • colors • adjectives • modifiers: *very / really* • long and short 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.	16 17 17 152	2 Grammar b 3 Pronunciation a, d 5 Reading b Vocabulary Bank: Adjectives 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 rereading as required.	16 17	1 Vocabulary a, b 5 Reading a
Information exchange	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	16	1 Vocabulary c
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	16 17 152	1 Vocabulary c 4 Speaking a Vocabulary Bank: Adjectives Activation
Overall written production	Can write simple isolated phrases and sentences.	16 17	2 Grammar a 2A Grammar Bank a–c
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	16 127 152	1 Vocabulary a–c 2B Grammar Bank a Vocabulary Bank: Adjectives a–c
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.	16 127 152	2 Grammar a, b, d 2B Grammar Bank a, b Vocabulary Bank: Adjectives Activation
Phonological control	Pronunciation of a very limited repertoire of learned words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	17 152	3 Pronunciation a–d Vocabulary Bank: Adjectives c
Spoken fluency	Can manage very short, isolated, mainly prepackaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	16 152	1 Vocabulary c Vocabulary Bank: Adjectives Activation
Mediation Processing text in speech	Can convey simple, predictable information given in short, very simple signs and notices, posters and programmes.	103, 108	4 Speaking b

2C Slow down!

imperatives • *let's* • feelings • 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.	18 18 19 19	1 Vocabulary b 2 Listening & Reading a, b, c 5 Pronunciation a 6 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 rereading as required.	103, 109	2C Communication a
Conversation	Can ask how people are and react to news.	103, 109	2C Communication b–d
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	18 103, 109	1 Vocabulary c 2C Communication b–d
Overall written production	Can write simple isolated phrases and sentences.	18 127	3 Grammar a 2C Grammar Bank a, b
General linguistic range	Has a very basic range of simple expressions about personal details and needs of a concrete type.	18 103, 109	2 Listening & Reading c 2C Communication b–d
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	18 127	1 Vocabulary a–c 2C Grammar Bank a, b
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.	127	3 Grammar a, d 2C Grammar Bank a, b
Phonological control	Pronunciation of a very limited repertoire of learned words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	19	5 Pronunciation b
Spoken fluency	Can manage very short, isolated, mainly prepackaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	18 19 103, 109	1 Vocabulary c 5 Pronunciation b 2C Communication 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.	103, 109	4 Speaking

3A America: the good and the bad

simple present ☐+ and ☐- • verb phrases: *cook dinner*, etc. • third person -s

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.	22 22 23 153	1 Vocabulary c 3 Pronunciation b, c 4 Reading a Vocabulary Bank: Verb phrases 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 rereading as required.	22	2 Grammar a
Reading for information & argument	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.	23	4 Reading a–c
Information exchange	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	23 23	3 Pronunciation d, e 5 Speaking b
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	22 23 23 153	1 Vocabulary c 3 Pronunciation d, e 5 Speaking b Vocabulary Bank: Verb phrases Activation
Overall written production	Can write simple isolated phrases and sentences.	22 129	2 Grammar b 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.	23 23	3 Pronunciation d, e 5 Speaking b
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	22 23 23 129 153	1 Vocabulary a, c 3 Pronunciation d 4 Reading a–c 3A Grammar Bank a, b Vocabulary Bank: Verb phrases a–Activation
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.	20 23 129 153	2 Grammar c 3 Pronunciation d, e 3A Grammar Bank a, b Vocabulary Bank: Verb phrases a–Activation
Phonological control	Pronunciation of a very limited repertoire of learned words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	22–23 153	3 Pronunciation a–e Vocabulary Bank: Verb phrases Activation
Coherence	Can link words or groups of words with very basic linear connectors like 'and' or 'then'.	23	5 Speaking b
Spoken fluency	Can manage very short, isolated, mainly prepackaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	23 23 153	3 Pronunciation d, e 5 Speaking b Vocabulary Bank: Verb phrases Activation
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.	103, 109	5 Speaking b

3B 9 to 5

simple present ? • jobs • /ər/

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.	25 25 154	4 Listening a–d 3 Pronunciation a Vocabulary Bank: Jobs b, 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 rereading as required.	24 25	1 Grammar a, b 4 Listening a–c
Information exchange	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	25 25 154	2 Vocabulary c 5 Speaking b Vocabulary Bank: Jobs Activation
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	25 25	2 Vocabulary c 5 Speaking b Vocabulary Bank: Jobs d
Overall written production	Can write simple isolated phrases and sentences.	129	3B Grammar Bank a, b
General linguistic range	Has a very basic range of simple expressions about personal details and needs of a concrete type.	25 25	4 Listening d 5 Speaking b
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	25 129 154	2 Vocabulary c 3B Grammar Bank a, b Vocabulary Bank: Jobs a, d, Activation
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.	25 129 154	5 Speaking b 3B Grammar Bank a, b Vocabulary Bank: Jobs c, Activation
Phonological control	Pronunciation of a very limited repertoire of learned words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	25 154	3 Pronunciation a, c Vocabulary Bank: Jobs Activation
Spoken fluency	Can manage very short, isolated, mainly prepackaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	25 25 154	2 Vocabulary c 5 Speaking b Vocabulary Bank: Jobs Activation
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.	25	5 Speaking a, b

3C Love me, love my dog

word order in questions • question words • sentence stress

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.	26 27 27	1 Listening a, b, f 3 Vocabulary b 4 Pronunciation a
Reading for information & argument	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.	113	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.	27	5 Speaking b
Information exchange	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	27 27	4 Pronunciation b 5 Speaking b
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	27 27	4 Pronunciation b 5 Speaking b
Overall written production	Can write simple isolated phrases and sentences.	26 27 27 27 129	1 Listening c 2 Grammar a 3 Vocabulary a 5 Speaking a 3C Grammar Bank a, b
Creative writing	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.	113	2 Writing c
General linguistic range	Has a very basic range of simple expressions about personal details and needs of a concrete type.	26 27	1 Listening g 5 Speaking a, b
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	26 27 27 113 129	1 Listening c, d 3 Vocabulary a 4 Pronunciation b 2 Writing b–d 3C Grammar Bank a, b
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.	27, 27, 113, 129	2 Grammar a 5 Speaking a, b 2 Writing c, d 3C Grammar Bank a, b
Phonological control	Pronunciation of a very limited repertoire of learned words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	26 27 27	1 Listening e 3 Vocabulary b 4 Pronunciation a
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.	26	1 Listening d
Coherence	Can link words or groups of words with very basic linear connectors like 'and' or 'then'.	113	2 Writing c
Spoken fluency	Can manage very short, isolated, mainly prepackaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	27 27	4 Pronunciation a, b 5 Speaking 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.	27	5 Speaking b
Mediation Encouraging conceptual talk	Can use simple isolated words and non-verbal signals to show interest in an idea.	27	1 Listening d

Practical English Episode 2: At a coffee shop

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.	28 29 29 157	2 Rob and Jenny meet a, b 3 Buying a coffee b–d 4 First day in the office a, c Vocabulary Bank: Time 1 b
Reading for information & argument	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.	28	3 Buying a coffee 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.	29 104, 109	3 Buying a coffee e, f PE2 Communication
Goal-oriented co-operation	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can ask people for things, and give people things.	157	Vocabulary Bank: Time 1 Activation
Overall spoken production	Can produce simple mainly isolated phrases about people and places.	29 157	3 Buying a coffee e, f Vocabulary Bank: Time 1 Activation
General linguistic range	Has a very basic range of simple expressions about personal details and needs of a concrete type.	28 28–29 29	2 Rob and Jenny meet a 3 Buying a coffee a, e, f 4 First day in the office b, c
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	157	Vocabulary Bank: Time 1 Activation
Grammatical accuracy	Shows only limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.	157	Vocabulary Bank: Time 1 Activation
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.	29 29	3 Buying a coffee c–f 4 First day in the office b–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.	28 29 157	2 Rob and Jenny meet a 3 Buying a coffee d–f Vocabulary Bank: Time 1 Activation
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.	27	3 Buying a coffee f

4A Family photos

possessive 's • Whose...? • family • /ʌ/ • the letter o

Level: A2

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 rereading as required.	30	1 Grammar a, b
Listening to radio audio & recordings	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.	30 31 31 155	1 Grammar d 3 Pronunciation a, c 4 Listening & Speaking a, b Vocabulary Bank: The family c
Information exchange	Can understand enough to manage simple, routine exchanges without undue effort. Can deal with practical everyday demands: finding out and passing on straightforward factual information.	30 31 155	1 Grammar c 4 Listening & Speaking c Vocabulary Bank: The family Activation
Overall spoken production	Can give a simple description or presentation of people, living or working conditions, daily routines. likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	30 31 155	1 Grammar c 4 Listening & Speaking c Vocabulary Bank: The family Activation
Overall written production	Can write a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because".	31	4 Listening & Speaking b
Identifying cues & inferring (spoken & written)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.	31 155	4 Listening & Speaking a Vocabulary Bank: The family a–c
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	31 155	2 Vocabulary b Vocabulary Bank: The family a–Activation
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/ she is trying to say.	30 131	1 Grammar d, f 4A Grammar Bank a–c
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	31 155	2 Vocabulary b Vocabulary Bank: The family a–Activation
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	31 31 155	2 Vocabulary b 3 Pronunciation a, c, d Vocabulary Bank: The family Activation
Orthographic control	Can copy short sentences on everyday subjects – e.g., directions how to get somewhere. Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary.	155	Vocabulary Bank: The family b
Flexibility	Can expand learned phrases through simple re-combinations of their elements.	155	Vocabulary Bank: The family Activation
Spoken fluency	Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.	30 31	1 Grammar c, f 3 Pronunciation d
Spoken fluency	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.	31	4 Listening & Speaking c
Mediation Facilitating collaborative interaction with peers	Can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided he/she can ask for repetition or reformulation from time to time.	31	4 Listening & Speaking c

4B From morning to night

prepositions of time (*at, in, on*) and place (*at, in, to*) • daily routine • linking

Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated. Can understand phrases and expressions related to areas of most immediate priority (e.g., very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	30 33 33 156	2 Pronunciation a 3 Reading & Listening c 4 Grammar b, d Vocabulary Bank: Daily routine b
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	32 114	3 Reading & Listening a 3 Writing a, b
Information exchange	Can ask and answer questions about habits and routines.	32 156 101, 107	1 Vocabulary b Vocabulary Bank: Daily routine Activation 4B Communication a, b
Interviewing and being interviewed	Can answer simple questions and respond to simple statements in an interview.	33	5 Speaking & Writing b
Overall spoken production	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	32 33 156	1 Vocabulary b 5 Speaking & Writing b Vocabulary Bank: Daily routine Activation
Creative writing	Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job.	114	3 Writing c–e
Identifying cues & inferring (spoken & written)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.	114	3 Writing b
Processing text	Can pick out and reproduce key words, phrases or short sentences from a short text within the limited competence and experience.	33 114	3 Reading & Listening a 3 Writing a, b
General linguistic range	Has a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.	32 114	3 Reading & Listening a 3 Writing a–e
General linguistic range	Can produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information.	33 33 131	4 Grammar a, b, d 5 Speaking & Writing b 4B Grammar Bank a, b
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	32 33 156	1 Vocabulary a 3 Reading & Listening c, d Vocabulary Bank: Daily routine a–Activation
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes e.g., mixes up tenses and forgets to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	33 131	4 Grammar a, b, d 4B Grammar Bank a, b
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	32 32–33 113 156	1 Vocabulary b 3 Reading & Listening a, c 3 Writing b Vocabulary Bank: Daily routine a–Activation
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time	32	2 Pronunciation b
Orthographic control	Can copy short sentences on everyday subjects e.g., directions to places. Can write short words with reasonable phonetic accuracy (not necessarily fully standard spelling) that are in his/her oral vocabulary.	113	3 Writing c–e
Flexibility	Can expand learned phrases through simple re-combinations of their elements.	32 156	1 Vocabulary b Vocabulary Bank: Daily routine Activation
Thematic development	Can tell a story or describe something in a simple list of points.	113	3 Writing c–e
Spoken fluency	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.	33	5 Speaking & Writing b
Mediation Collaborating to construct meaning	Can make simple remarks and pose occasional questions to indicate that he/she is following.	33	5 Speaking & Writing b

4C Blue Zones

position of adverbs • expressions of frequency • months • adverbs and expressions of frequency
• the letter *h*

Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated. Can understand phrases and expressions related to areas of most immediate priority (e.g., very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	34 34 35 157	1 Vocabulary a–c 3 Pronunciation b 5 Listening a, b Vocabulary Bank: Time 3 Activation
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	34 35	2 Grammar a 4 Reading & Speaking a, c
Interviewing and being interviewed	Can make him/herself understood in an interview and communicating ideas and information on familiar topics, provided he/she can ask for clarification occasionally, and is given some help to express what he/she wants to.	104, 110	4C Communication
Overall spoken production	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	35 104, 110	5 Listening c 4C Communication
Identifying cues & inferring (spoken & written)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.	157	Vocabulary Bank: Time 3 a
General linguistic range	Can produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information. Can use basic sentence patterns and communicate with memorized phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions, etc. Has a limited repertoire of short memorized phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations.	104 131	4C Communication 4C Grammar Bank a, b
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	34 157 157	1 Vocabulary a–c Vocabulary Bank: Time 2 a–Activation Vocabulary Bank: Time 3 a–c
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/ she is trying to say.	34 131	2 Grammar b 4C Grammar Bank a, b
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	34 157 157	1 Vocabulary a–c Vocabulary Bank: Time 2 a–Activation Vocabulary Bank: Time 3 a–Activation
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	34 157	3 Pronunciation a–c Vocabulary Bank: Time 2 a
Orthographic control	Can copy short sentences on everyday subjects – e.g., directions how to get somewhere. Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary.	34 157	1 Vocabulary a Vocabulary Bank: Time 2 a
Spoken fluency	Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.	34	3 Pronunciation c
Spoken fluency	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.	104, 110	4C Communication
Mediation Processing text in speech	Can convey the main point(s) contained in clearly structured, short, simple spoken and written texts, supplementing his/her limited repertoire with other means (e.g., gestures, drawings, words from other languages) in order to do so.	104, 110	4C Communication

5A Vote for me!

can / can't • verb phrases: *buy a newspaper*, etc. • sentence stress

Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Understanding interaction between native speakers	Can generally identify the topic of discussion around her that is conducted slowly and clearly.	38	2 Listening d
Overall listening comprehension	Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated. Can understand phrases and expressions related to areas of most immediate priority (e.g., very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	38 39 158	2 Listening b 4 Pronunciation b, c Vocabulary Bank: More verb phrases b
General linguistic range	Has a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.	38	2 Listening c
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	38 158	1 Vocabulary a Vocabulary Bank: More verb phrases a-activation
Information exchange	Can communicate in simple and routine tasks requiring a simple and direct exchange of information.	39	5 Speaking a-c
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/ she is trying to say.	39 133	3 Grammar a 5A Grammar Bank a, b
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	38 158	1 Vocabulary a Vocabulary Bank: More verb phrases a-Activation
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	39	4 Pronunciation a
Flexibility	Can adapt well-rehearsed memorized simple phrases to particular circumstances through limited lexical substitution.	38	5 Listening b
Mediation Acting as intermediary in informal situations	Can communicate the main point of what is said in predictable, everyday situations, conveying back and forth information about personal wants and needs, provided that the speakers help with formulation.	39	5 Listening c

5B A quiet life?

present continuous: *be + verb + -ing/* • noise: verbs and verb phrases • /ŋ/

Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated. Can understand phrases and expressions related to areas of most immediate priority (e.g., very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	40 41	2 Grammar 4 Listening a, c a–d
Information exchange	Can understand enough to manage simple, routine exchanges without undue effort. Can deal with practical everyday demands: finding out and passing on straightforward factual information. Can ask and answer questions about pastimes and past activities.	40 105, 110	1 Vocabulary & Speaking 5B Communication a a–c
Information exchange	Can communicate in simple and routine tasks requiring a simple and direct exchange of information.	41	3 Pronunciation & Speaking b
Overall spoken production	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	41 105, 110	3 Pronunciation & Speaking 5B Communication b a–c
Overall written production	Can write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.	41	2 Grammar g
Identifying cues & inferring (spoken & written)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.	40 40 41	1 Vocabulary & Speaking 2 Grammar 4 Listening b a a–d
Processing text	Can pick out and reproduce key words and phrases or short sentences from a short text within the learner’s limited competence and experience.	41	4 Listening a–d
General linguistic range	Has a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.	41	4 Listening a–c
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	41 105, 110 133	2 Grammar 5B Communication 5B Grammar Bank b–f a–c a, b
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	39	4 Listening b
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	41	3 Pronunciation & Speaking a, b
Flexibility	Can adapt well-rehearsed memorized simple phrases to particular circumstances through limited lexical substitution.	41 41 105, 110	2 Grammar 3 Pronunciation & Speaking 5B Communication g b a–c
Spoken fluency	Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.	41	3 Pronunciation & Speaking a, b
Spoken fluency	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.	105, 110	5B Communication
Mediation Processing text in speech	Can report in simple sentences the information contained in clearly structured, short, simple texts that have illustrations or tables.	105, 110	5B Communication

5C A city for all seasons

simple present or present continuous? • the weather and seasons • places in Chicago

Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can understand phrases and expressions related to areas of most immediate priority (e.g., very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	159	Vocabulary Bank: The weather and dates 1 d
Listening to radio audio & recordings	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.	42 43 159	1 Vocabulary & Listening c 4 Pronunciation a Vocabulary Bank: The weather and dates 1 b
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	115	4 Writing a
Reading for information & argument	Can identify specific information in simpler written material he/she encounters such as letters or short newspaper articles describing events.	43	3 Reading & Speaking a
Information exchange	Can understand enough to manage simple, routine exchanges without undue effort. Can deal with practical everyday demands: finding out and passing on straightforward factual information.	43 43 105, 111 159	3 Reading & Speaking c 4 Pronunciation c 5A Communication a, b Vocabulary Bank: The weather c
Overall spoken production	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	43 105, 111	3 Reading & Speaking c 5C Communication a, b
Creative writing	Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job.	115	4 Writing b, c
Taking the floor (turn-taking)	Can use simple techniques to start, maintain, or end a short conversation and face-to-face conversations.	43	3 Reading & Speaking c
General linguistic range	Has a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.	43 43 105, 111 115	3 Reading & Speaking c 5 Writing a 5C Communication a, b 4 Writing b, c
General linguistic range	Can produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information. Has a limited repertoire of short memorized phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations.	43 133	4 Pronunciation c 5C Grammar Bank a, b
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	42 159	1 Vocabulary & Listening a, c, d Vocabulary Bank: The weather and dates 1 a-e
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	42 133	2 Grammar c 5C Grammar Bank a, b
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	42 159	1 Vocabulary & Listening c, d Vocabulary Bank: The weather and dates 1 a-Activation
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	43	4 Pronunciation a-c
Flexibility	Can adapt well-rehearsed memorized simple phrases to particular circumstances through limited lexical substitution.	43	5 Writing a
Flexibility	Can expand learned phrases through simple re-combinations of their elements.	42	1 Vocabulary & Listening a, d Vocabulary Bank: The weather and dates 1 c, Activation
Spoken fluency	Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.	43 43 105, 111	3 Reading & Speaking c 4 Pronunciation b, c 5C Communication a, b
Mediation Facilitating collaborative interaction with peers	Can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided he/she can ask for repetition or reformulation from time to time.	43	4 Pronunciation c

Practical English Episode 3: In a clothing store

Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated. Can understand phrases and expressions related to areas of most immediate priority (e.g., very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated	44 44 44–45 45	1 Vocabulary b 2 Meeting in the street a, b 3 Buying clothes a, b 4 Jenny's on the phone a, b
Identifying cues & inferring (spoken & written)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.	44 45	2 Meeting in the street a 4 Jenny's on the phone a, b
Planning	Can recall and rehearse an appropriate set of phrases from his repertoire.	45	3 Buying clothes e
General linguistic range	Has a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.	45 45	3 Buying clothes e 4 Jenny's on the phone b
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	44	1 Vocabulary a, b
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	44 45	1 Vocabulary a 3 Buying clothes b, e
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	44 44 45	1 Vocabulary b 2 Meeting in the street c 3 Buying clothes b, c, e
Sociolinguistic appropriateness	Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, apologies, etc.	44 45 45	2 Meeting in the street d 3 Buying clothes e 4 Jenny's on the phone e
Taking the floor (turntaking)	Can use simple techniques to start, maintain, or end a short conversation. Can initiate, maintain and close simple, face-to-face conversation.	45	3 Buying clothes e
Spoken fluency	Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.	45	3 Buying clothes d, e
Mediation Facilitating collaborative interaction with peers	Can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided he/she can ask for repetition or reformulation from time to time.	44	3 Buying clothes e

6A A North African story

object pronouns: *me, you, him*, etc. • words in a story • /aɪ/, /ɪ/, and /i/

Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated. Can understand phrases and expressions related to areas of most immediate priority (e.g., very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	45 46 46 47	3 Grammar c 2 Reading a 4 Reading & Listening a 5 Vocabulary b
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	46 47	4 Reading & Listening a, b 2 Reading a
Interviewing and being interviewed	Can answer simple questions and respond to simple statements in an interview.	105	6A Communication
Overall spoken production	Can give a simple description or presentation of people, living or working conditions, daily routines. likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	46 47 105	3 Grammar c 7 Speaking 6A Communication
Identifying cues & inferring (spoken & written)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.	46 47	3 Grammar a 4 Reading & Listening b
Processing text	Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.	46 46	2 Reading a 4 Reading & Listening a
General linguistic range	Can produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information. Can use basic sentence patterns and communicate with memorized phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions, etc.	105 135	6A Communication 6A Grammar Bank a, b
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	46	3 Grammar a
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/ she is trying to say.	46 135	3 Grammar a, c 6A Grammar Bank a, b
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	45	3 Reading & Listening a–e
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	47	6 Pronunciation a, d
Flexibility	Can adapt well-rehearsed memorized simple phrases to particular circumstances through limited lexical substitution.	47	4 Reading & Listening c
Flexibility	Can expand learned phrases through simple recombinations of their elements.	46	3 Grammar c
Spoken fluency	Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.	47 105	6 Pronunciation d 6A Communication
Mediation Analysis and criticism of creative text (including literature)	Can identify and briefly describe, in basic formulaic language, the key themes and characters in short, simple narratives involving familiar situations that are written in high frequency everyday language.	47	4 Reading & Listening a

6B The second Friday in July

like + (verb + -ing) • the date • ordinal numbers • /ð/ and /θ/ • saying the date

Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can understand phrases and expressions related to areas of most immediate priority (e.g., very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	159	Vocabulary Bank: The weather and dates 2 b
Listening to radio audio & recordings	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.	48 48 159	1 Vocabulary & Pronunciation c–f 3 Listening a, b Vocabulary Bank: The weather and dates 2 b
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	48	2 Reading a, b
Information exchange	Can understand enough to manage simple, routine exchanges without undue effort. Can deal with practical everyday demands: finding out and passing on straightforward factual information. Can ask and answer questions about pastimes and past activities.	49	5 Speaking & Writing a
Overall spoken production	Can give a simple description or presentation of people, living or working conditions, daily routines. likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	47	5 Speaking & Writing b, c
Identifying cues & inferring (spoken & written)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.	48	2 Reading c
Processing text	Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.	48	2 Reading a, b
General linguistic range	Has a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.	48	2 Reading a
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	48 48 49 159	1 Vocabulary & Pronunciation e, g 2 Reading c 5 Speaking & Writing a, b Vocabulary Bank: The weather and dates 2 a, Activation
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/ she is trying to say.	49 135	4 Grammar b 6B Grammar Bank a, b
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	48 48 48 49 159	1 Vocabulary & Pronunciation e, g 2 Reading a, b 3 Listening a, b 5 Speaking & Writing a, b Vocabulary Bank: The weather and dates 2 a, Activation
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	48	1 Vocabulary & Pronunciation c–f
Flexibility	Can adapt well-rehearsed memorized simple phrases to particular circumstances through limited lexical substitution.	48 48	2 Reading a 3 Listening a, b
Flexibility	Can expand learned phrases through simple re-combinations of their elements.	48 159	1 Vocabulary & Pronunciation g Vocabulary Bank: The weather and dates 2 Activation
Spoken fluency	Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.	49	5 Speaking and Writing a
Mediation Facilitating collaborative interaction with peers	Can collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions.	49	5 Speaking and Writing a

6C Making music

review: *be* or *do*? • music • /y/ • giving opinions

Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Listening to radio audio & recordings	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.	50	2 Grammar c
Overall listening comprehension	Can understand phrases and expressions related to areas of most immediate priority (e.g., very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	51	5 Listening b, c
Reading correspondence	Can understand basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation, etc.) on familiar topics.	115	5 Writing a
Interviewing and being interviewed	Can answer simple questions and respond to simple statements in an interview.	51 51	3 Speaking 4 Pronunciation d
Overall spoken production	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	51 51	3 Speaking 5 Listening a, d
Creative writing	Can write about everyday aspects of his environment e.g., people, places, a job or study experience in linked sentences. Can write very short, basic descriptions of events, past activities and personal experiences.	115	5 Writing c–f
Processing text	Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.	115	5 Writing a
General linguistic range	Has a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.	51 115	3 Speaking 5 Writing a
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	50 115	1 Vocabulary a, f 5 Writing a–f
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/ she is trying to say.	50 135	2 Grammar a–c 6C Grammar Bank a, b
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	50	1 Vocabulary a, c
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	50 51	1 Vocabulary d 4 Pronunciation a, c
Orthographic control	Can copy short sentences on everyday subjects – e.g., directions how to get somewhere. Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary.	115	5 Writing b–f
Flexibility	Can adapt well-rehearsed memorized simple phrases to particular circumstances through limited lexical substitution.	50	2 Grammar c
Spoken fluency	Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.	51 51	4 Pronunciation c 3 Speaking
Mediation Collaborating to construct meaning	Can ensure that the person he/she is talking to understands what he/she means by asking appropriate questions.	51	3 Speaking

7A Selfies

simple past of *be*: *was* / *were* • word formation: write -> writer • sentence stress

Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Listening to radio audio & recordings	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.	54 54	1 Grammar 2 Pronunciation b, c b
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	54	1 Grammar a
Information exchange	Can understand enough to manage simple, routine exchanges without undue effort. Can deal with practical everyday demands: finding out and passing on straightforward factual information Can ask and answer questions about pastimes and past activities.	55	4 Vocabulary d
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	55	5 Speaking
Overall spoken production	Can give a simple description or presentation of people, living or working conditions, daily routines. likes/dislikes , etc. as a short series of simple phrases and sentences linked into a list.	55	4 Vocabulary d
Processing text	Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.	54 55	1 Vocabulary 4 Vocabulary e a
General linguistic range	Has a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.	54	3 Reading c
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	55	4 Vocabulary a, b, d
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/ she is trying to say.	54 137	1 Vocabulary 7A Grammar Bank e a, b
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	54 55	2 Pronunciation 4 Vocabulary b a, b, d
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	54	2 Pronunciation a, b
Orthographic control	Can copy short sentences on everyday subjects – e.g., directions how to get somewhere. Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary.	55	4 Vocabulary a, b, d
Flexibility	Can adapt well-rehearsed memorized simple phrases to particular circumstances through limited lexical substitution.	54	3 Reading a, c
Flexibility	Can expand learned phrases through simple recombinations of their elements.	54 55	2 Pronunciation 4 Vocabulary b d
Mediation Collaborating to construct meaning	Can ensure that the person he/she is talking to understands what he/she means by asking appropriate questions.	51	4 Vocabulary d

7B Wrong name, wrong place

simple past: regular verbs • past time expressions • -ed endings

Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Listening to radio audio & recordings	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.	56 57	1 Reading & Listening 3 Pronunciation b, d–f c
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	56	1 Reading & Listening a, b
Goal-oriented co-operation	Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand.	57	2 Grammar a, d
Information exchange	Can understand enough to manage simple, routine exchanges without undue effort. Can deal with practical everyday demands: finding out and passing on straightforward factual information. Can ask and answer questions about pastimes and past activities.	57 57	2 Grammar 4 Vocabulary & Speaking d d
Overall spoken production	Can give a simple description or presentation of people, living or working conditions, daily routines. likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	57	2 Grammar a, d
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	57	4 Vocabulary & Speaking a, d
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/ she is trying to say.	57 137	2 Grammar 7B Grammar Bank a, d a, b
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	57 57	3 Pronunciation 4 Vocabulary & Speaking c a, d
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	55	3 Pronunciation a, c
Flexibility	Can adapt well-rehearsed memorized simple phrases to particular circumstances through limited lexical substitution.	56	1 Reading & Listening a, d, f, g
Flexibility	Can expand learned phrases through simple re-combinations of their elements.	57 57	3 Pronunciation 4 Vocabulary & Speaking c d
Spoken fluency	Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.	57	2 Grammar d
Mediation Collaborating to construct meaning	Can make simple remarks and pose occasional questions to indicate that he/she is following.	57	4 Vocabulary & Speaking d

7C Happy New Year?

simple past: irregular verbs • *go, have, get* • sentence stress

Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Listening to radio audio & recordings	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.	59	4 Listening a
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	58 58	1 Reading a–c 2 Grammar a
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	59	6 Speaking & Writing b
Interviewing and being interviewed	Can make him/herself understood in an interview and communicate ideas and information on familiar topics, provided he/she can ask for clarification occasionally, and is given some help when asking for it.	59	6 Speaking & Writing b
Overall spoken production	Can give a simple description or presentation of people, living or working conditions, daily routines. likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	59 160	6 Speaking & Writing b Vocabulary Bank: go, have, get c, Activation
Creative writing	Can write about everyday aspects of his environment e.g., people, places, a job or study experience in linked sentences. Can write very short, basic descriptions of events, past activities and personal experiences.	59	6 Speaking & Writing c
Identifying cues & inferring (spoken & written)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.	58 58	1 Reading a 2 Grammar a
Processing text	Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.	58	1 Reading a
General linguistic range	Has a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.	58 59 59	1 Reading a 4 Listening a 6 Speaking & Writing a–c
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	59 160	3 Vocabulary a Vocabulary Bank: go, have, get a–Activation
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	58 137	2 Grammar a 7C Grammar Bank a–c
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	59 160	3 Vocabulary a Vocabulary Bank: go, have, get a–Activation
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	59	5 Pronunciation b
Orthographic control	Can copy short sentences on everyday subjects – e.g., directions how to get somewhere. Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary.	59	3 Vocabulary a
Flexibility	Can adapt well-rehearsed memorized simple phrases to particular circumstances through limited lexical substitution.	58 58 59 59	1 Reading a 4 Listening a 5 Pronunciation a 6 Speaking & Writing a
Flexibility	Can expand learned phrases through simple re-combinations of their elements.	160	Vocabulary Bank: go, have, get c, Activation
Spoken fluency	Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.	59	5 Pronunciation b
Spoken fluency	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.	59	6 Speaking & Writing b
Mediation Collaborating to construct meaning	Can ensure that the person he/she is talking to understands what he/she means by asking appropriate questions.	59	6 Speaking & Writing b

Practical English Episode 4: Getting lost

Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Listening to radio audio & recordings	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.	60 60–61 61	1 A free morning a, b 3 Asking the way a, b 4 Jenny and Rob go sightseeing a
Transactions to obtain goods and services	Can get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets.	61	3 Asking the way d, e
Information exchange	Can give and follow simple directions and instructions e.g., explain how to get somewhere.	61	3 Asking the way d, e
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	60	2 Vocabulary a, b
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	60 61	2 Vocabulary a, b 3 Asking the way b
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	61	3 Asking the way c
Flexibility	Can adapt well-rehearsed memorized simple phrases to particular circumstances through limited lexical substitution.	60	1 A free morning a
Taking the floor (turntaking)	Can use simple techniques to start, maintain, or end a short conversation. Can initiate, maintain and close simple, face-to-face conversation.	61	3 Asking the way b–e
Spoken fluency	Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.	61	3 Asking the way 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.	61	4 Jenny and Rob go sightseeing d
Mediation Relaying specific information in speech	Can relay the point made in short, clear, simple messages, instructions and announcements, provided these are expressed slowly and clearly in simple language.	61	3 Asking the way d, e

8A A murder mystery

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

Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated. Can understand phrases and expressions related to areas of most immediate priority (e.g., very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	62 63 63	1 Reading b 3 Listening a, c 4 Grammar b
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	62	1 Reading a, b
Information exchange	Can understand enough to manage simple, routine exchanges without undue effort. Can deal with practical everyday demands: finding out and passing on straightforward factual information.	63	3 Listening b
Interviewing and being interviewed	Can make him/herself understood in an interview and communicating ideas and information on familiar topics, provided he/she can ask for clarification occasionally, and is given some help to express what he/she wants to.	106, 111	8A Communication a–c
Overall spoken production	Can give a simple description or presentation of people, living or working conditions, daily routines. likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	63 106, 111	3 Listening b 8A Communication a–c
Identifying cues & inferring (spoken & written)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.	62 63	1 Reading b 3 Listening a
Planning	Can recall and rehearse an appropriate set of phrases from his repertoire.	106, 111	8A Communication a–c
Processing text	Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.	62	1 Reading a, b
General linguistic range	Has a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.	63 106, 111	3 Listening a–c 8A Communication a–c
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/ she is trying to say.	61 139	4 Grammar a, b 8A Grammar Bank a, b
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	62	2 Pronunciation b, c
Flexibility	Can adapt well-rehearsed memorized simple phrases to particular circumstances through limited lexical substitution.	62 63	1 Reading a, b 3 Listening b, c
Spoken fluency	Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.	62 106, 111	2 Pronunciation b, c 8A Communication a–c
Mediation Note-taking	Can make simple notes at a presentation/demonstration where the subject matter is familiar and predictable and the presenter allows for clarification and note-taking.	106, 111	8A Communication a–c

8B A house with a history

there is / there are • some / any + plural nouns • the house • /ɛr/ and /ɪr/

Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated. Can understand phrases and expressions related to areas of most immediate priority (e.g., very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	64 161	2 Listening a, b Vocabulary Bank: The house 3 b
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	116	6 Writing a, b
Information exchange	Can understand enough to manage simple, routine exchanges without undue effort. Can deal with practical everyday demands: finding out and passing on straightforward factual information.	64 65 106, 111 161	1 Vocabulary c 5 Speaking b 8B Communication b Vocabulary Bank: The house 3 Activation
Interviewing and being interviewed	Can make him/herself understood in an interview and communicating ideas and information on familiar topics, provided he/she can ask for clarification occasionally, and is given some help to express what he/she wants to.	65	5 Speaking a
Overall spoken production	Can give a simple description or presentation of people, living or working conditions, daily routines. likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	64 65 65 161	1 Vocabulary c 3 Grammar a 5 Speaking a, b Vocabulary Bank: The house 3 Activation
Creative writing	Can write about everyday aspects of his environment e.g., people, places, a job or study experience in linked sentences.	116	6 Writing c–e
Planning	Can recall and rehearse an appropriate set of phrases from his repertoire.	116	6 Writing c–e
Processing text	Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.	64 116	1 Vocabulary a 6 Writing a
General linguistic range	Has a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.	64–65 65 116	2 Listening c, d 5 Speaking a, b 6 Writing a
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	64 116 161 161	1 Vocabulary a–c 6 Writing c–e Vocabulary Bank: The house 1 Vocabulary Bank: The house 2 Vocabulary Bank: The house 3 a–Activation
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/ she is trying to say.	65 106, 111 139	3 Grammar a, b 8B Communication a 8B Grammar Bank a, b
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	64 161 161 161	1 Vocabulary a–c Vocabulary Bank: The house 1 Vocabulary Bank: The house 2 Vocabulary Bank: The house 3 a–Activation
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	65	4 Pronunciation a, c
Orthographic control	Can copy short sentences on everyday subjects – e.g., directions how to get somewhere. Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary.	116	6 Writing c–e
Flexibility	Can adapt well-rehearsed memorized simple phrases to particular circumstances through limited lexical substitution.	64–65 65	2 Listening a, c, d 5 Speaking a, b
Mediation Facilitating collaborative interaction with peers	Can collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions.	65	5 Speaking a

8C Haunted rooms

there was / there were • prepositions: place and movement • silent letters

Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated. Can understand phrases and expressions related to areas of most immediate priority (e.g., very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	67	6 Listening a, b
Listening to radio audio & recordings	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.	67 162 162	2 Grammar a Vocabulary Bank: Prepositions 1 Place b Vocabulary Bank: Prepositions 2 Movement b
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	66	1 Reading & Listening b
Information exchange	Can understand enough to manage simple, routine exchanges without undue effort. Can deal with practical everyday demands: finding out and passing on straightforward factual information.	106, 111 162 162	8C Communication b, c Vocabulary Bank: Prepositions 1 Place Activation Vocabulary Bank: Prepositions 2 Movement Activation
Overall spoken production	Can give a simple description or presentation of people, living or working conditions, daily routines. likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	106, 111 162 162	8C Communication b, c Vocabulary Bank: Prepositions 1 Place Activation Vocabulary Bank: Prepositions 2 Movement Activation
Identifying cues & inferring (spoken & written)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.	66	1 Reading & Listening e
General linguistic range	Has a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.	66 106, 111	1 Reading & Listening a, f 8C Communication b, c
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	162 162	Vocabulary Bank: Prepositions 1 Place a–Activation Vocabulary Bank: Prepositions 2 Movement a–Activation
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	67 139	2 Grammar a 8C Grammar Bank a, b
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	162 162	Vocabulary Bank: Prepositions 1 Place a–Activation Vocabulary Bank: Prepositions 2 Movement a–Activation
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	67	4 Pronunciation b
Flexibility	Can adapt well-rehearsed memorized simple phrases to particular circumstances through limited lexical substitution.	66 106, 109	1 Reading & Listening a, f 8C Communication b, c
Flexibility	Can expand learned phrases through simple re-combinations of their elements.	162 162	Vocabulary Bank: Prepositions 1 Place Activation Vocabulary Bank: Prepositions 2 Movement Activation
Spoken fluency	Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.	67 106, 111	4 Pronunciation b 8C Communication b, c
Mediation Explaining data in speech	Can interpret and describe simple visuals on familiar topics (e.g., a weather map, a basic flow chart), even though pauses, false starts and reformulation may be very evident in speech.	106, 111	8C Communication b, c

9A #mydinnerlastnight

countable / uncountable nouns • *a / an* • *some / any* • food and drink • the letters *ea*

Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	70	2 Grammar c
Overall listening comprehension	Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated. Can understand phrases and expressions related to areas of most immediate priority (e.g., very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	71 71	2 Grammar f 3 Listening b, c
Information exchange	Can understand enough to manage simple, routine exchanges without undue effort. Can deal with practical everyday demands: finding out and passing on straightforward factual information.	71 163	5 Speaking b, c Vocabulary Bank: Food and drink Activation
Overall spoken production	Can give a simple description or presentation of people, living or working conditions, daily routines. likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	70 71 71 163	2 Grammar a, b 3 Listening a, d 5 Speaking b Vocabulary Bank: Food and drink Activation
General linguistic range	Has a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.	71	5 Speaking a, b
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	163	Vocabulary Bank: Food and drink a–Activation
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/ she is trying to say.	71 141	2 Grammar d 9A Grammar Bank a, b
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	71 163	5 Speaking a Vocabulary Bank: Food and drink a–Activation
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	69	4 Pronunciation b
Flexibility	Can adapt well-rehearsed memorized simple phrases to particular circumstances through limited lexical substitution.	71	5 Speaking a
Spoken fluency	Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.	71	5 Speaking b
Mediation Facilitating collaborative interaction with peers	Can collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions.	71	5 Speaking b

9B White gold

quantifiers: *how much / how many, a lot of*, etc. • food containers • linking • /j/ and /s/

Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Listening to radio audio & recordings	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.	72	1 Vocabulary & Pronunciation b
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	73 73	5 Speaking a 4 Reading a
Identifying cues & inferring (spoken & written)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.	73	4 Reading c
Information exchange	Can understand enough to manage simple, routine exchanges without undue effort. Can deal with practical everyday demands: finding out and passing on straightforward factual information.	73	5 Speaking c
Overall spoken production	Can give a simple description or presentation of people, living or working conditions, daily routines. likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	73	5 Speaking b
Overall written production	Can write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.	72	1 Vocabulary & Pronunciation b, c
Processing text	Can pick out and reproduce key words and phrases or short sentences from a short text within the learner’s limited competence and experience.	106	9B Communication
General linguistic range	Has a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.	73	5 Speaking b
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	72	1 Vocabulary & Pronunciation a–c
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/ she is trying to say.	72 141	2 Grammar a, d 9B Grammar Bank a, b
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	72	1 Vocabulary & Pronunciation a–c
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	72 73	3 Pronunciation a, c 4 Reading c
Flexibility	Can adapt well-rehearsed memorized simple phrases to particular circumstances through limited lexical substitution.	73	4 Reading a
Flexibility	Can expand learned phrases through simple recombinations of their elements.	72 73	1 Vocabulary & Pronunciation b, c 5 Speaking a
Spoken fluency	Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.	70 72 73	3 Pronunciation c 2 Grammar b, f 5 Speaking b

9C Facts and figures

comparative adjectives • high numbers • /ər/ • sentence stress

Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Listening to radio audio & recordings	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.	74 74 75	1 Vocabulary b, d 2 Listening a–d 4 Pronunciation & Speaking a
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	75	5 Reading a, c
Information exchange	Can understand enough to manage simple, routine exchanges without undue effort. Can deal with practical everyday demands: finding out and passing on straightforward factual information.	74 75 107, 112	1 Vocabulary e 5 Reading c 9C Communication b, c
Identifying cues & inferring (spoken & written)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.	75	5 Reading c
Processing text	Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.	75	3 Grammar a
General linguistic range	Has a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.	74 75 107, 112	2 Listening a–d 5 Reading b 9C Communication a–c
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	74 75 148	1 Vocabulary a, b, e, f 5 Reading b, c Vocabulary Bank: Days and Numbers 3 a
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	75 75 107, 112 141	3 Grammar a 5 Reading b 9C Communication a 9C Grammar Bank a, b
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	74 75 148	1 Vocabulary a, b, e, f 5 Reading c Vocabulary Bank: Days and Numbers 3 a
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	74 75	1 Vocabulary b 4 Pronunciation & Speaking a, c
Flexibility	Can adapt well-rehearsed memorized simple phrases to particular circumstances through limited lexical substitution.	74 75	2 Listening a, c 5 Reading a
Flexibility	Can expand learned phrases through simple recombinations of their elements.	74	1 Vocabulary e
Spoken fluency	Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.	75 107, 111	4 Pronunciation & Speaking c 9C Communication b, c
Mediation Relaying specific information in speech	Can relay the point made in short, clear, simple messages, instructions and announcements, provided these are expressed slowly and clearly in simple language.	107 111	4D Communication b

Practical English Episode 5: At a restaurant

Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can understand phrases and expressions related to areas of most immediate priority (e.g., very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	76 76 77	1 An invitation to dinner a, b 2 Vocabulary b 4 The end of the meal a
Listening to radio audio & recordings	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.	76 77 77	1 An invitation to dinner a, b 3 Ordering a meal a, b 4 The end of the meal a
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	76	2 Vocabulary b
Transactions to obtain goods and services	Can order a meal.	77	3 Ordering a meal a–e
Overall spoken production	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	76 77	2 Vocabulary c 3 Ordering a meal d, e
Identifying cues & inferring (spoken & written)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.	76	2 Vocabulary b
Planning	Can recall and rehearse an appropriate set of phrases from his repertoire.	77	3 Ordering a meal e
General linguistic range	Has a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.	76 77 77	1 An invitation to dinner a–d 3 Ordering a meal a, b, e 4 The end of the meal a, b
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	76	2 Vocabulary a, b
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	76 77	2 Vocabulary a, b 3 Ordering a meal a, b, e
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	76 76 77	1 An invitation to dinner c, d 2 Vocabulary b 3 Ordering a meal c–e
Sociolinguistic appropriateness	Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. Can socialise simply but effectively using the simplest common expressions and following basic routines.	76 77	1 An invitation to dinner c, d 3 Ordering a meal e
Sociolinguistic appropriateness	Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, apologies, etc.	77 77	3 Ordering a meal d, e 4 The end of the meal d
Flexibility	Can adapt well-rehearsed memorized simple phrases to particular circumstances through limited lexical substitution.	76 77 77	1 An invitation to dinner b 3 Ordering a meal d, e 4 The end of the meal a
Spoken fluency	Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.	76 76 77 77	1 An invitation to dinner c, d 2 Vocabulary c 3 Ordering a meal d, e 4 The end of the meal c
Mediation Facilitating collaborative interaction with peers	Can collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions.	77	3 Ordering a meal d, e

10A The most dangerous place...

superlative adjectives • places and buildings • consonant groups

Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Listening to radio audio & recordings	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.	78 78 79	1 Vocabulary b 2 Grammar b 3 Pronunciation & Speaking a
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	79	4 Reading a, b
Information exchange	Can understand enough to manage simple, routine exchanges without undue effort. Can deal with practical everyday demands: finding out and passing on straightforward factual information.	79 107, 112 164	4 Reading d 10A Communication b, c Vocabulary Bank: Places and buildings c
Creative writing	Can write about everyday aspects of his environment e.g., people, places, a job or study experience in linked sentences.	79	5 Writing
Processing text	Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.	79	4 Reading d
General linguistic range	Has a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.	79 79	4 Reading a, d 5 Writing
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	78 164	1 Vocabulary a Vocabulary Bank: Places and buildings a–c
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	78 107, 112 143	2 Grammar b, d, e 10A Communication a 10A Grammar Bank a, b
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	78 107, 112 164	1 Vocabulary a, b 10A Communication a Vocabulary Bank: Places and buildings a–c
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	79	3 Pronunciation & Speaking a, b
Flexibility	Can adapt well-rehearsed memorized simple phrases to particular circumstances through limited lexical substitution.	79 79	4 Reading a 5 Writing
Spoken fluency	Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.	79 107, 112	5 Writing 10A Communication b, c
Mediation Collaborating to construct meaning	Can ensure that the person he/she is talking to understands what he/she means by asking appropriate questions.	107, 112	10A Communication a, b

10B Five continents in a day

be going to (plans) • future time expressions • city vacations • sentence stress

Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Listening to radio audio & recordings	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.	80 81	1 Grammar 3 Listening b, c, f b, c
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	117	7 Writing a
Information exchange	Can understand enough to manage simple, routine exchanges without undue effort. Can deal with practical everyday demands: finding out and passing on straightforward factual information.	81 107, 112	4 Vocabulary & Speaking 10B Communication b–e a, b
Overall spoken production	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	81 81 107, 112	3 Listening 4 Vocabulary & Speaking 10B Communication a, d b–e a, b
Overall written production	Can write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.	117	7 Writing b
General linguistic range	Has a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.	107, 112 117	10B Communication 7 Writing a, b a
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	81 117	4 Vocabulary & Speaking 7 Writing a–c b
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	80 143	1 Grammar 10B Grammar Bank c, d a, b
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	81 117	4 Vocabulary & Speaking 7 Writing a–e a, b
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	81	2 Pronunciation & Speaking a
Orthographic control	Can copy short sentences on everyday subjects – e.g., directions how to get somewhere. Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary.	81	4 Vocabulary & Speaking a
Flexibility	Can adapt well-rehearsed memorized simple phrases to particular circumstances through limited lexical substitution.	107, 112 117	10B Communication 7 Writing a, b b
Flexibility	Can expand learned phrases through simple recombinations of their elements.	81	4 Vocabulary & Speaking b–e
Spoken fluency	Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.	80 81 107, 112	1 Grammar 4 Vocabulary & Speaking 10B Communication g b a, b
Mediation Relaying specific information in speech	Can relay the point made in short, clear, simple messages, instructions and announcements, provided these are expressed slowly and clearly in simple language.	81	4 Vocabulary & Speaking d

10C The fortune teller

be going to (predictions) • verb phrases • word stress

Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Listening to radio audio & recordings	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.	82 83	3 Reading & Listening 4 Listening b–e a, b
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	82	3 Reading & Listening b–e
Information exchange	Can understand enough to manage simple, routine exchanges without undue effort. Can deal with practical everyday demands: finding out and passing on straightforward factual information.	83 83 83	3 Reading & Listening 5 Grammar 6 Speaking b–e d
Overall spoken production	Can give a simple description or presentation of people, living or working conditions, daily routines. likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	83	6 Speaking
Overall written production	Can write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.	83 143	5 Grammar 10C Grammar Bank c a
Processing text	Can pick out and reproduce key words and phrases or short sentences from a short text within the learner’s limited competence and experience.	82	3 Reading & Listening b–e
General linguistic range	Has a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.	82 83	3 Reading & Listening 6 Speaking b–e
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	82	1 Vocabulary a, b
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/ she is trying to say.	83 143	5 Grammar 10C Grammar Bank a, c a, b
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	82	1 Vocabulary a, b
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	82	2 Pronunciation b
Flexibility	Can adapt well-rehearsed memorized simple phrases to particular circumstances through limited lexical substitution.	82	3 Reading & Listening b–e
Spoken fluency	Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.	83 83	2 Pronunciation 6 Speaking b
Mediation Explaining data in speech	Can interpret and describe simple visuals on familiar topics (e.g., a weather map, a basic flow chart), even though pauses, false starts and reformulation may be very evident in speech.	83	6 Speaking

11A Culture shock

adverbs (manner and modifiers) • common adverbs • connected speech

Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Listening to radio audio & recordings	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.	87 87	2 Grammar 3 Listening & Pronunciation c a, c
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	86	1 Reading b, c
Overall spoken production	Can give a simple description or presentation of people, living or working conditions, daily routines. likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	86 87 87	1 Reading 2 Grammar 4 Vocabulary & Speaking d c
Creative writing	Can write about everyday aspects of his environment e.g., people, places, a job or study experience in linked sentences. Can write very short, basic descriptions of events, past activities and personal experiences.	87	5 Writing
General linguistic range	Has a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.	87 87	3 Listening & Pronunciation 4 Vocabulary & Speaking a
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	87	5 Writing
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	87 145	2 Grammar 11A Grammar Bank a, c a, b
Orthographic control	Can copy short sentences on everyday subjects – e.g., directions how to get somewhere. Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary.	87	5 Writing
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	86	1 Reading e
Flexibility	Can adapt well-rehearsed memorized simple phrases to particular circumstances through limited lexical substitution.	86 87 87	1 Reading 3 Listening & Pronunciation 5 Writing a a, c
Spoken fluency	Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.	87	4 Vocabulary & Speaking
Mediation Facilitating collaborative interaction with peers	Can collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions.	87	4 Vocabulary & Speaking

11B Experiences or things?

verb + infinitive • verbs that take the infinitive • weak *to* • sentence stress

Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	88 89	1 Reading & Speaking a, b, c, e 6 Writing b
Overall spoken production	Can give a simple description or presentation of people, living or working conditions, daily routines. likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	89 89 89	3 Pronunciation c 5 Speaking 6 Writing b
Overall written production	Can write a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because".	89	6 Writing a, b
General linguistic range	Has a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.	88 89 89 89	1 Reading & Speaking e 3 Pronunciation c 5 Speaking 6 Writing a, b
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/ she is trying to say.	89 89 145	2 Grammar a 4 Vocabulary a, b 11B Grammar Bank a, b
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	89	5 Speaking
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	89	3 Pronunciation a–c
Flexibility	Can adapt well-rehearsed memorized simple phrases to particular circumstances through limited lexical substitution.	88 89 89	1 Reading & Speaking a, e 3 Pronunciation c 6 Writing a
Spoken fluency	Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.	89 89	3 Pronunciation d 5 Speaking d
Mediation Collaborating to construct meaning	Can ensure that the person he/she is talking to understands what he/she means by asking appropriate questions.	89	5 Speaking

11C How smart is your phone?

definite article: *the* or no *the* • phones and the internet • *the*

Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	90	3 Reading b
Informal discussion (with friends)	Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. Can discuss what to do, where to go and make arrangements to meet.	91	5 Pronunciation & Speaking c
Overall spoken production	Can give a simple description or presentation of people, living or working conditions, daily routines. likes/dislikes , etc. as a short series of simple phrases and sentences linked into a list.	91	5 Pronunciation & Speaking c
General linguistic range	Has a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.	90	2 Listening & Speaking c
		90	3 Reading c
		91	4 Grammar a
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	90	1 Vocabulary a, b
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/ she is trying to say.	91	4 Grammar b
		91	5 Pronunciation & Speaking c
		145	
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	90	1 Vocabulary a, b
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	90	1 Vocabulary c
		91	5 Pronunciation & Speaking a, b
Propositional precision	Can communicate what he/she wants to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations he/she generally has to compromise the message.	91	5 Pronunciation & Speaking c
Mediation Collaborating to construct meaning	Can make simple remarks and pose occasional questions to indicate that he/she is following.	91	5 Pronunciation & Speaking c

Practical English Episode 6: Going home

Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Listening to radio audio & recordings	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.	92 92–93 93	1 Jenny's last morning a, b 3 Getting to the airport a, b 4 Saying goodbye a
Overall spoken interaction	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	93	3 Getting to the airport d, e
Planning	Can recall and rehearse an appropriate set of phrases from his repertoire.	93	3 Getting to the airport e
General linguistic range	Has a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.	92 92–93 93	1 Jenny's last morning b 3 Getting to the airport a, e 4 Saying goodbye a
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	92	2 Vocabulary a–c
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	92 92–93	2 Vocabulary a–c 3 Getting to the airport a, b, e
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	93	3 Getting to the airport c–e
Orthographic control	Can copy short sentences on everyday subjects – e.g., directions how to get somewhere. Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary.	92	2 Vocabulary c
Sociolinguistic appropriateness	Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, apologies, etc.	93 93	3 Getting to the airport c–e 4 Saying goodbye d
Flexibility	Can adapt well-rehearsed memorized simple phrases to particular circumstances through limited lexical substitution.	92 93	1 Jenny's last morning b 4 Saying goodbye a
Flexibility	Can expand learned phrases through simple recombinations of their elements.	93	3 Getting to the airport e
Taking the floor (turntaking)	Can use simple techniques to start, maintain, or end a short conversation. Can initiate, maintain and close simple, face-to-face conversation.	93	3 Getting to the airport d, e
Spoken fluency	Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.	93	3 Getting to the airport d, e
Mediation Facilitating collaborative interaction with peers	Can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided he/she can ask for repetition or reformulation from time to time.	93	3 Getting to the airport e

12A I've seen it ten times!

present perfect • irregular past participles • sentence stress

Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Listening to radio audio & recordings	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.	94 95	1 Grammar b, c 4 Listening & Speaking b, c
Overall spoken interaction	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord.	95 95 95	1 Grammar f 2 Pronunciation b 4 Listening & Speaking d
Identifying cues & inferring (spoken & written)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.	95	4 Listening & Speaking b
General linguistic range	Has a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.	95 95	2 Pronunciation b 4 Listening & Speaking b–d
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	95 95	3 Vocabulary a–e 4 Listening & Speaking a
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/ she is trying to say.	94–95 95 147	1 Grammar a–f 4 Listening & Speaking a 12A Grammar Bank a–c
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	95	3 Vocabulary a–d
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	95	2 Pronunciation a, b
Orthographic control	Can copy short sentences on everyday subjects – e.g., directions how to get somewhere. Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary.	95	3 Vocabulary a, d
Flexibility	Can adapt well-rehearsed memorized simple phrases to particular circumstances through limited lexical substitution.	95	4 Listening & Speaking d
Spoken fluency	Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.	95	2 Pronunciation b
Spoken fluency	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.	95	4 Listening & Speaking d
Mediation Facilitating collaborative interaction with peers	Can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided he/she can ask for repetition or reformulation from time to time.	95	4 Listening & Speaking d

12B He's been everywhere!

present perfect or simple past? • learning irregular verbs • irregular past participles

Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Listening to radio audio & recordings	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.	96	1 Listening b, c
Information exchange	Can understand enough to manage simple, routine exchanges without undue effort. Can deal with practical everyday demands: finding out and passing on straightforward factual information.	96 97	2 Grammar a, c, d 5 Speaking b
Overall spoken production	Can give a simple description or presentation of people, living or working conditions, daily routines. likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	96 96 97	1 Listening a 2 Grammar a, c, d 5 Speaking b
Planning	Can recall and rehearse an appropriate set of phrases from his repertoire.	97	5 Speaking b
Processing text	Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.	96	2 Grammar a
General linguistic range	Has a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.	96 97	1 Listening b–d 5 Speaking a, b
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	97 97	3 Vocabulary a, b 4 Pronunciation a
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/ she is trying to say.	96 97 97 147	2 Grammar a, c, d 3 Vocabulary c 5 Speaking a, b 12B Grammar Bank a–c
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	97 97	3 Vocabulary a, b 4 Pronunciation a
Orthographic control	Can copy short sentences on everyday subjects – e.g., directions how to get somewhere. Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary.	97 97	3 Vocabulary a, b 4 Pronunciation a
Flexibility	Can adapt well-rehearsed memorized simple phrases to particular circumstances through limited lexical substitution.	96 97	1 Listening c, d 5 Speaking a
Spoken fluency	Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.	97	5 Speaking b
Mediation Facilitating collaborative interaction with peers	Can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided he/she can ask for repetition or reformulation from time to time.	97	5 Speaking b

12C The *American English File* interview

review: question formation

Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	98	1 Reading a–d
Listening to radio audio & recordings	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.	99	3 Listening a, b
Overall spoken production	Can give a simple description or presentation of people, living or working conditions, daily routines. likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	98	1 Reading e
Identifying cues & inferring (spoken & written)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.	98	1 Reading b
Processing text	Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.	98	1 Reading a
General linguistic range	Has a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.	98	1 Reading a–d
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/ she is trying to say.	98	2 Grammar & Speaking a
Flexibility	Can adapt well-rehearsed memorized simple phrases to particular circumstances through limited lexical substitution.	98	1 Reading a
Propositional precision	Can communicate what he/she wants to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations he/she generally has to compromise the message.	99	2 Grammar & Speaking c
Spoken fluency	Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.	99	3 Listening c
Mediation Collaborating to construct meaning	Can make simple remarks and pose occasional questions to indicate that he/she is following.	99	2 Grammar & Speaking c