

1A Welcome to the class

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

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening	Can follow speech that is very slow and carefully articulated, with long	6	1 Listening & Speaking a, b, c
comprehension	pauses for him/her to assimilate meaning.	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	Can interact in a simple way but communication is totally dependent on	6	1 Listening & Speaking b
interaction	repetition at a slower rate of speech, rephrasing and repair. Can ask and	7	5 Listening & Speaking C
interaction	answer simple questions, initiate and respond to simple statements in	,	5 Listerning & Speaking
	areas of immediate need or on very familiar topics.		
Conversation	Can make an introduction and use basic greeting and leave-taking	6	1 Lictoring 9 Cocaling
Conversation		7	1 Listening & Speaking e 2 Grammar f
0 11 1	expressions. Can ask how people are and react to news.		
Overall spoken	Can produce simple mainly isolated phrases about people and places.	6	1 Listening & Speaking e
production		7	2 Grammar e, f
		7	4 Vocabulary c
		7	5 Listening & Speaking c
Overall written	Can write simple isolated phrases and sentences.	6	1 Listening & Speaking b, d
production		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	6	1 Listening & Speaking d
0	format.		5 5
General linguistic	Has a very basic range of simple expressions about personal details and	6	1 Listening & Speaking e
range	needs of a concrete type.	7	2 Grammar f
runge	needs of a condicte type.	7	5 Listening & Speaking C
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related	7	1
vocabulary range			
	to particular concrete situations.	125	1A Grammar Bank a–c
		148	Vocabulary Bank: Days and Numbers 1
		148	a–c, Activation
			Vocabulary Bank: Days and Numbers 2
			a, b, Activation
Grammatical	Shows only limited control of a few simple grammatical structures and	7	2 Grammar a, c, d, f
accuracy	sentence patterns in a learned repertoire.	125	1A Grammar Bank a–c
Phonological	Pronunciation of a very limited repertoire of learned words and phrases	6	1 Listening & Speaking c, e
control	can be understood with some effort by native speakers used to dealing	7	3 Pronunciation a, c, e
	with speakers of his/her language group.	148	Vocabulary Bank: Days and Numbers 1
		148	a–c, Activation
			Vocabulary Bank: Days and Numbers 2
			a, b, Activation
Orthographic	Can copy familiar words and short phrases e.g., simple signs or	6	1 Listening & Speaking b
control	instructions, names of everyday objects, names of shops and set phrases	148	Vocabulary Bank: Days and Numbers 1
33.16101	used regularly. Can spell his/her address, nationality and other personal	148	a, Activation
	details.	140	Vocabulary Bank: Days and Numbers 2
	uctuiis.		a, Activation
Cnakan fluansu	Can manage year short isolated mainly are necked and ottoman with		·
Spoken fluency	Can manage very short, isolated, mainly prepackaged utterances, with	6	1 Listening & Speaking e
	much pausing to search for expressions, to articulate less familiar words,	7	2 Grammar f
	and to repair communication.	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 $be \sqsubseteq$ and ? • countries • numbers 21–100 • /ə/ • consonant sounds /tʃ/, /ʃ/, /dʒ/ • word stress

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE	
Overall listening	Can follow speech that is very slow and carefully articulated, with long	8	2 Pronunciation	С
comprehension	pauses for him/her to assimilate meaning.	8	2 Pronunciation	a, b
•		9	3 Grammar	d
		9	5 Vocabulary	С
		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	Can understand very short, simple texts a single phrase at a time, picking	9	3 Grammar	a, b
comprehension	up familiar names, words and basic phrases and rereading as required.			-, -
Reading for	Can get an idea of the content of simpler informational material and	102, 108	1B Communication	a, b
information &	short simple descriptions, especially if there is visual support.	102, 100		۵, ۵
argument	Short simple descriptions, especially if there is visual support.			
Overall spoken	Can interact in a simple way but communication is totally dependent on	9	4 Pronunciation & Speaking	b
interaction	repetition at a slower rate of speech, rephrasing and repair. Can ask and	102, 108	1B Communication	a, b
cruction	answer simple questions, initiate and respond to simple statements in	102, 100	15 communication	a, b
	areas of immediate need or on very familiar topics.			
Conversation	Can understand everyday expressions aimed at the satisfaction of simple	9	3 Grammar	e
Conversation	needs of a concrete type, delivered directly to him/her in clear, slow and	9	4 Pronunciation & Speaking	b
	repeated speech by a sympathetic speaker.	9	4 Fronunciation & Speaking	b
Overall spoken	Can produce simple mainly isolated phrases about people and places.	8	2 Pronunciation	С
•	Can produce simple mainly isolated pinases about people and piaces.	9	3 Grammar	
production		9		d, e b
		9	4 Pronunciation & Speaking	d
		102, 108	5 Vocabulary 1B Communication	
Overall written	Can write simple isolated phrases and conteness	8		a, b
	Can write simple isolated phrases and sentences.		1 Vocabulary	С
production		125	1B Grammar Bank	a–c
General linguistic	Has a very basic range of simple expressions about personal details and	9	3 Grammar	e
range	needs of a concrete type.		4 Pronunciation & Speaking	b
N/ 1 1		9	6 Listening	С
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related	8	1 Pronunciation	С
	to particular concrete situations.	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	Shows only limited control of a few simple grammatical structures and	9	3 Grammar	a, d, e
accuracy	sentence patterns in a learned repertoire.	9	4 Speaking	b
51 1		125	1B Grammar Bank	a–c
Phonological	Pronunciation of a very limited repertoire of learned words and phrases	8	2 Pronunciation	a, b
control	can be understood with some effort by native speakers used to dealing	9	6 Pronunciation & Listening	a
	with speakers of his/her language group.	148	Vocabulary Bank: Days and Numbers 3	b
Spoken fluency	Can manage very short, isolated, mainly prepackaged utterances, with	8	1 Vocabulary	С
	much pausing to search for expressions, to articulate less familiar words,	9	3 Grammar	е
	and to repair communication.	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 • /ov/, /u/, /ar/ • the alphabet • sentence stress

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE	
Overall listening	Can follow speech that is very slow and carefully articulated, with long	10	1 Vocabulary	b
comprehension	pauses for him/her to assimilate meaning.	10	2 Pronunciation	a–e
		11	3 Listening & Speaking	a-c
		11	4 Grammar	С
		150	Vocabulary Bank: Classroom language	b
Listening to	Can understand instructions addressed carefully and slowly to him/her	10	1 Vocabulary	g
announcements &	and follow short, simple directions.			
instructions				
Reading for	Can get an idea of the content of simpler informational material and	102,	1C Communication	a-c
information &	short simple descriptions, especially if there is visual support.	108		
argument				
Overall spoken	Can interact in a simple way but communication is totally dependent on	102, 108	1C Communication	a-c
interaction	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.			
Overall written	Can ask for or pass on personal details in written form.	11	3 Listening & Speaking	d
interaction				
Overall spoken	Can produce simple mainly isolated phrases about people and places.	102, 108	1C Communication	a–c
production				
Overall written	Can write simple isolated phrases and sentences.	11	3 Listening & Speaking	a, b
production		11	4 Grammar	а
		113	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	Has a very basic range of simple expressions about personal details and	11	3 Listening & Speaking	b, d
range	needs of a concrete type.			
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related	10	1 Vocabulary	a, b, g
	to particular concrete situations.	10	2 Pronunciation	f
		125	1C Grammar Bank	a, b
		150	Vocabulary Bank: Classroom language	a-c
Grammatical	Shows only limited control of a few simple grammatical structures and	11	4 Grammar	а
accuracy	sentence patterns in a learned repertoire.	125	1C Grammar Bank	a, b
Phonological	Pronunciation of a very limited repertoire of learnt words and phrases	10	2 Pronunciation	a–c, f
control	can be understood with some effort by native speakers used to dealing	11	3 Listening & Speaking	С
	with speakers of his/her language group.			
Orthographic	Can copy familiar words and short phrases e.g., simple signs or	11	3 Listening & Speaking	a, b
control	instructions, names of everyday objects, names of shops and set phrases	113	1 Writing	b–d
	used regularly. Can spell his/her address, nationality and other personal			
	details.			
Spoken fluency	Can manage very short, isolated, mainly prepackaged utterances, with	11	3 Listening & Speaking	d
	much pausing to search for expressions, to articulate less familiar words,	11	4 Grammar	С
	and to repair communication.			



Practical English Episode 1: Arriving in London

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE	
Overall listening	Can follow speech that is very slow and carefully articulated, with long	12	1 Vocabulary	b
comprehension	pauses for him/her to assimilate meaning.	12	2 Introduction	a, b
		12-13	3 Checking in	a–c, g
		13	4 Jenny talks to Rob	a–f
Overall reading	Can understand very short, simple texts a single phrase at a time, picking	13	3 Checking in	е
comprehension	up familiar names, words and basic phrases and rereading as required.	13	4 Jenny talks to Rob	a
Overall spoken	Can produce simple mainly isolated phrases about people and places.	12	2 Introduction	b
production		12-13	3 Checking in	d–f
General linguistic	Has a very basic range of simple expressions about personal details and	12-13	3 Checking in	a, e, f, h
range	needs of a concrete type.	13	4 Jenny talks to Rob	c, e
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related	12	1 Vocabulary	a, b
	to particular concrete situations.			
Grammatical	Shows only limited control of a few simple grammatical structures and	13	3 Checking in	h
accuracy	sentence patterns in a learned repertoire.	13	4 Jenny talks to Rob	a
Orthographic	Can copy familiar words and short phrases e.g., simple signs or	12	3 Checking in	а
control	instructions, names of everyday objects, names of shops and set phrases			
	used regularly. Can spell his/her address, nationality and other personal			
	details.			
Sociolinguistic	Can establish basic social contact by using the simplest everyday polite	12-13	3 Checking in	b, d–f, h
appropriateness	forms of: greetings and farewells; introductions; saying please, thank	13	4 Jenny talks to Rob	b
	you, sorry , etc.			
Spoken fluency	Can manage very short, isolated, mainly prepackaged utterances, with	12	2 Introduction	b
	much pausing to search for expressions, to articulate less familiar words,	12-13	3 Checking in	b, d–f
	and to repair communication.	13	4 Jenny talks to Rob	f
Mediation	Can invite others' contributions to very simple tasks using short,	13	3 Checking in	e, f, g, h
Facilitating	simple phrases. Can indicate that he/she understands and ask		4 Jenny talks to Rob	d
collaborative	whether others understand.			
interaction with				
peers				



2A Are you neat or messy?

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

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



2B Made in America

adjectives ● colors ● adjectives ● modifiers: very / really ● long and short vowel sounds

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE	
	Can follow speech that is very slow and carefully articulated, with long	16	2 Grammar	b
Overall listening comprehension	pauses for him/her to assimilate meaning.	17	3 Pronunciation	-
comprehension	pauses for fillifffier to assimilate meaning.	17 17	5 Reading	a, d h
		17 152	Vocabulary Bank: Adjectives	b h
		152	Vocabulary Bank: Adjectives	D
Overall reading	Can understand very short, simple texts a single phrase at a time, picking	16	1 Vocabulary	a, b
comprehension	up familiar names, words and basic phrases and rereading as required.	17	5 Reading	а
Information	Can ask and answer simple questions, initiate and respond to simple	16	1 Vocabulary	С
exchange	statements in areas of immediate need or on very familiar topics.			
Overall spoken	Can produce simple mainly isolated phrases about people and places.	16	1 Vocabulary	С
production		17	4 Speaking	a
		152	Vocabulary Bank: Adjectives	Activation
Overall written	Can write simple isolated phrases and sentences.	16	2 Grammar	a
production		17	2A Grammar Bank	a-c
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related	16	1 Vocabulary	a-c
	to particular concrete situations.	127	2B Grammar Bank	a
		152	Vocabulary Bank: Adjectives	a–c
Grammatical	Shows only limited control of a few simple grammatical structures and	16	2 Grammar	a, b, d
accuracy	sentence patterns in a learned repertoire.	127	2B Grammar Bank	a, b
		152	Vocabulary Bank: Adjectives	Activation
Phonological	Pronunciation of a very limited repertoire of learned words and phrases	17	3 Pronunciation	a–d
control	can be understood with some effort by native speakers used to dealing	152	Vocabulary Bank: Adjectives	С
	with speakers of his/her language group.			
Spoken fluency	Can manage very short, isolated, mainly prepackaged utterances, with	16	1 Vocabulary	С
	much pausing to search for expressions, to articulate less familiar words,	152	Vocabulary Bank: Adjectives	Activation
	and to repair communication.			
Mediation	Can convey simple, predictable information given in short, very simple	103, 108	4 Speaking	b
Processing text in	signs and notices, posters and programmes.			
speech				



2C Slow down!

imperatives • *let's* • feelings • linking

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE	
Overall listening	Can follow speech that is very slow and carefully articulated, with long	18	1 Vocabulary	b
comprehension	pauses for him/her to assimilate meaning.	18	2 Listening & Reading	a, b, c
		19	5 Pronunciation	а
		19	6 Listening	a, b
Overall reading	Can understand very short, simple texts a single phrase at a time, picking	103, 109	2C Communication	а
comprehension	up familiar names, words and basic phrases and rereading as required.			
Conversation	Can ask how people are and react to news.	103, 109	2C Communication	b–d
Overall spoken	Can produce simple mainly isolated phrases about people and places.	18	1 Vocabulary	С
production		103, 109	2C Communication	b–d
Overall written	Can write simple isolated phrases and sentences.	18	3 Grammar	а
production		127	2C Grammar Bank	a, b
General linguistic	Has a very basic range of simple expressions about personal details and	18	2 Listening & Reading	С
range	needs of a concrete type.	103, 109	2C Communication	b–d
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related	18	1 Vocabulary	a-c
	to particular concrete situations.	127	2C Grammar Bank	a, b
Grammatical	Shows only limited control of a few simple grammatical structures and	127	3 Grammar	a, d
accuracy	sentence patterns in a learned repertoire.		2C Grammar Bank	a, b
Phonological	Pronunciation of a very limited repertoire of learned words and phrases	19	5 Pronunciation	b
control	can be understood with some effort by native speakers used to dealing with speakers of his/her language group.			
Spoken fluency	Can manage very short, isolated, mainly prepackaged utterances, with	18	1 Vocabulary	С
	much pausing to search for expressions, to articulate less familiar words,	19	5 Pronunciation	b
	and to repair communication.	103, 109	2C Communication	b–d
Mediation	Can invite others' contributions to very simple tasks using short,	103,	4 Speaking	
Facilitating	simple phrases. Can indicate that he/she understands and ask	109		
collaborative	whether others understand.			
interaction with				
peers				



3A America: the good and the bad

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

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE	<u> </u>
Overall listening	Can follow speech that is very slow and carefully articulated, with long	22	1 Vocabulary	С
comprehension	pauses for him/her to assimilate meaning.	22	3 Pronunciation	b, c
		23	4 Reading	a
		153	Vocabulary Bank: Verb phrases	b
Overall reading	Can understand very short, simple texts a single phrase at a time, picking	22	2 Grammar	а
comprehension	up familiar names, words and basic phrases and rereading as required.			
Reading for	Can get an idea of the content of simpler informational material and	23	4 Reading	a-c
information &	short simple descriptions, especially if there is visual support.			
argument				
Information	Can ask and answer simple questions, initiate and respond to simple	23	3 Pronunciation	d, e
exchange	statements in areas of immediate need or on very familiar topics. Can	23	5 Speaking	b
	ask and answer questions about themselves and other people, where			
	they live, people they know, things they have.			
Overall spoken	Can produce simple mainly isolated phrases about people and places.	22	1 Vocabulary	С
production		23	3 Pronunciation	d, e
		23	5 Speaking	b
		153	Vocabulary Bank: Verb phrases	Activation
Overall written	Can write simple isolated phrases and sentences.	22	2 Grammar	b
production		129	3A Grammar Bank	a, b
General linguistic	Has a very basic range of simple expressions about personal details and	23	3 Pronunciation	d, e
range	needs of a concrete type.	23	5 Speaking	b
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related	22	1 Vocabulary	a, c
	to particular concrete situations.	23	3 Pronunciation	d
		23	4 Reading	a-c
		129	3A Grammar Bank	a, b
		153	Vocabulary Bank: Verb phrases	a-Activation
Grammatical	Shows only limited control of a few simple grammatical structures and	20	2 Grammar	С
accuracy	sentence patterns in a learned repertoire.	23	3 Pronunciation	d, e
		129	3A Grammar Bank	a, b
		153	Vocabulary Bank: Verb phrases	a-Activation
Phonological	Pronunciation of a very limited repertoire of learned words and phrases	22-23	3 Pronunciation	a–e
control	can be understood with some effort by native speakers used to dealing	153	Vocabulary Bank: Verb phrases	Activation
	with speakers of his/her language group.			
Coherence	Can link words or groups of words with very basic linear connectors like	23	5 Speaking	b
	'and' or 'then'.			
Spoken fluency	Can manage very short, isolated, mainly prepackaged utterances, with	23	3 Pronunciation	d, e
	much pausing to search for expressions, to articulate less familiar words,	23	5 Speaking	b
	and to repair communication.	153	Vocabulary Bank: Verb phrases	Activation
Mediation	Can invite others' contributions to very simple tasks using short,	103,	5 Speaking	b
Facilitating	simple phrases. Can indicate that he/she understands and ask	109		
collaborative	whether others understand.			
interaction with				
peers				



3B 9 to 5

simple present ? • jobs • /ər/

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE	
Overall listening	Can follow speech that is very slow and carefully articulated, with long	25	4 Listening	a–d
comprehension	pauses for him/her to assimilate meaning.	25	3 Pronunciation	а
		154	Vocabulary Bank: Jobs	b, c
Overall reading	Can understand very short, simple texts a single phrase at a time, picking	24	1 Grammar	a, b
comprehension	up familiar names, words and basic phrases and rereading as required.	25	4 Listening	a-c
Information	Can ask and answer simple questions, initiate and respond to simple	25	2 Vocabulary	С
exchange	statements in areas of immediate need or on very familiar topics. Can	25	5 Speaking	b
	ask and answer questions about themselves and other people, where they live, people they know, things they have.	154	Vocabulary Bank: Jobs	Activation
Overall spoken	Can produce simple mainly isolated phrases about people and places.	25	2 Vocabulary	С
production		25	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	Has a very basic range of simple expressions about personal details and	25	4 Listening	d
range	needs of a concrete type.	25	5 Speaking	b
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related	25	2 Vocabulary	С
	to particular concrete situations.	129	3B Grammar Bank	a, b
		154	Vocabulary Bank: Jobs	
				a, d, Activation
Grammatical	Shows only limited control of a few simple grammatical structures and	25	5 Speaking	b
accuracy	sentence patterns in a learned repertoire.	129	3B Grammar Bank	a, b
		154	Vocabulary Bank: Jobs	
				c, Activation
Phonological	Pronunciation of a very limited repertoire of learned words and phrases	25	3 Pronunciation	a, c
control	can be understood with some effort by native speakers used to dealing	154	Vocabulary Bank: Jobs	
	with speakers of his/her language group.		Activation	
Spoken fluency	Can manage very short, isolated, mainly prepackaged utterances, with	25	2 Vocabulary	С
	much pausing to search for expressions, to articulate less familiar words,	25	5 Speaking	b
	and to repair communication.	154	Vocabulary Bank: Jobs	Activation
Mediation	Can invite others' contributions to very simple tasks using short,	25	5 Speaking	a, b
Facilitating	simple phrases. Can indicate that he/she understands and ask			
collaborative	whether others understand.			
interaction with				
peers				



3C Love me, love my dog

word order in questions ● question words ● sentence stress

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE	
Overall listening	Can follow speech that is very slow and carefully articulated, with long	26	1 Listening	a, b, f
comprehension	pauses for him/her to assimilate meaning.	27	3 Vocabulary	b
•		27	4 Pronunciation	a
Reading for	Can get an idea of the content of simpler informational material and	113	Writing	a
information &	short simple descriptions, especially if there is visual support.			
argument				
Overall spoken	Can interact in a simple way but communication is totally dependent on	27	5 Speaking	b
interaction	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.			
Information	Can ask and answer simple questions, initiate and respond to simple	27	4 Pronunciation	b
exchange	statements in areas of immediate need or on very familiar topics. Can	27	5 Speaking	b
	ask and answer questions about themselves and other people, where			
	they live, people they know, things they have.			
Overall spoken	Can produce simple mainly isolated phrases about people and places.	27	4 Pronunciation	b
production		27	5 Speaking b	
Overall written	Can write simple isolated phrases and sentences.	26	1 Listening	С
production		27	2 Grammar	a
		27	3 Vocabulary	a
		27	5 Speaking	a
		129	3C Grammar Bank	a, b
Creative writing	Can write simple phrases and sentences about themselves and	113	2 Writing	С
	imaginary people, where they live and what they do.			
General linguistic	Has a very basic range of simple expressions about personal details and	26	1 Listening	g
range	needs of a concrete type.	27	5 Speaking	a, b
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases related	26	1 Listening	c, d
	to particular concrete situations.	27	3 Vocabulary	a
		27	4 Pronunciation	. b
		113	2 Writing	b–d
		129	3C Grammar Bank	a, b
Grammatical	Shows only limited control of a few simple grammatical structures and	27, 27,	2 Grammar	a
accuracy	sentence patterns in a learned repertoire.	113, 129	5 Speaking	a, b
			2 Writing	c, d
			3C Grammar Bank	a, b
Phonological	Pronunciation of a very limited repertoire of learned words and phrases	26	1 Listening	e
control	can be understood with some effort by native speakers used to dealing	27	3 Vocabulary	b
	with speakers of his/her language group.	27	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	С
Spoken fluency	Can manage very short, isolated, mainly prepackaged utterances, with	27	4 Pronunciation	a, b
•	much pausing to search for expressions, to articulate less familiar words,	27	5 Speaking	b
	and to repair communication.			
Mediation	Can invite others' contributions to very simple tasks using short,	27	5 Speaking	b
Facilitating	simple phrases. Can indicate that he/she understands and ask			
collaborative	whether others understand.			
interaction with				
peers				
Mediation	Can use simple isolated words and non-verbal signals to show interest	27	1 Listening	d
Encouraging	in an idea.			
conceptual talk				



Practical English Episode 2: At a coffee shop

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE	
Overall listening	Can follow speech that is very slow and carefully articulated, with long	28	2 Rob and Jenny meet	a, b
comprehension	pauses for him/her to assimilate meaning.	29	3 Buying a coffee	b–d
		29	4 First day in the office	a, c
		157	Vocabulary Bank: Time 1	b
Reading for	Can get an idea of the content of simpler informational material and	28	3 Buying a coffee	a
information & argument	short simple descriptions, especially if there is visual support.			
Overall spoken	Can interact in a simple way but communication is totally dependent	29	3 Buying a coffee	e, f
interaction	on repetition at a slower rate of speech, rephrasing and repair. Can	104, 109	PE2 Communication	
	ask and answer simple questions, initiate and respond to simple			
	statements in areas of immediate need or on very familiar topics.			
Goal-oriented co-	Can understand questions and instructions addressed carefully and	157	Vocabulary Bank: Time 1	Activation
operation	slowly to him/her and follow short, simple directions. Can ask people			
	for things, and give people things.			
Overall spoken	Can produce simple mainly isolated phrases about people and places.	29	3 Buying a coffee	e, f
production		157	Vocabulary Bank: Time 1	Activation
General linguistic	Has a very basic range of simple expressions about personal details	28	2 Rob and Jenny meet	a
range	and needs of a concrete type.	28–29	3 Buying a coffee	a, e, f
		29	4 First day in the office	b, c
Vocabulary range	Has a basic vocabulary repertoire of isolated words and phrases	157	Vocabulary Bank: Time 1	Activation
	related to particular concrete situations.			
Grammatical	Shows only limited control of a few simple grammatical structures and	157	Vocabulary Bank: Time 1	Activation
accuracy	sentence patterns in a learned repertoire.			
Sociolinguistic	Can establish basic social contact by using the simplest everyday polite	29	3 Buying a coffee	c–f
appropriateness	forms of: greetings and farewells; introductions; saying please, thank you, sorry, etc.	29	4 First day in the office	b–d
Spoken fluency	Can manage very short, isolated, mainly pre-packaged utterances,	28	2 Rob and Jenny meet	a
-,,	with much pausing to search for expressions, to articulate less familiar	29	3 Buying a coffee	d–f
	words, and to repair communication.	157	Vocabulary Bank: Time 1	Activation
Mediation	Can invite others' contributions to very simple tasks using short,	27	3 Buying a coffee	f
Facilitating	simple phrases. Can indicate that he/she understands and ask			
collaborative	whether others understand.			
interaction with				
peers				



4A Family photos

possessive 's • Whose...? • family • $/\Lambda/$ • the letter o

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	Can understand and extract the essential information from short	30	1 Grammar	d
audio & recordings	recorded passages dealing with predictable everyday matters that are	31	3 Pronunciation	a, c
	delivered slowly and clearly.	31	4 Listening & Speaking	a, b
		155	Vocabulary Bank: The family	С
Information	Can understand enough to manage simple, routine exchanges without	30	1 Grammar	C
exchange	undue effort. Can deal with practical everyday demands: finding out	31	4 Listening & Speaking	С
	and passing on straightforward factual information.	155	Vocabulary Bank: The family	Activation
Overall spoken	Can give a simple description or presentation of people, living or	30	1 Grammar	С
production	working conditions, daily routines. likes/dislikes, etc. as a short series	31	4 Listening & Speaking	С
	of simple phrases and sentences linked into a list.	155	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 &	Can use an idea of the overall meaning of short texts and utterances	31	4 Listening & Speaking	a
inferring (spoken & written)	on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.	155	Vocabulary Bank: The family	a–c
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions	31	2 Vocabulary	b
, ,	involving familiar situations and topics.	155	Vocabulary Bank: The family	a-Activation
Grammatical	Uses some simple structures correctly, but still systematically makes	30	1 Grammar	d, f
accuracy	basic mistakes – for example tends to mix up tenses and forget to	131	4A Grammar Bank	a–c
	mark agreement; nevertheless, it is usually clear what he/ she is trying to say.			
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday	31	2 Vocabulary	b
,	needs.	155	Vocabulary Bank: The family	a–Activation
Phonological	Pronunciation is generally clear enough to be understood despite a	31	2 Vocabulary	b
control	noticeable foreign accent, but conversational partners will need to ask	31	3 Pronunciation	a, c, d
	for repetition from time to time.	155	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	30	1 Grammar	c, f
•	pauses, false starts and reformulation are very evident.	31	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	С
Mediation	Can collaborate in simple, practical tasks, asking what others think,	31	4 Listening & Speaking	С
Facilitating collaborative interaction with	making suggestions and understanding responses, provided he/she can ask for repetition or reformulation from time to time.			



4B From morning to night

prepositions of time (at, in, on) and place $(at, in, to) \bullet$ daily routine \bullet linking

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE	
Overall listening	Can understand enough to be able to meet needs of a concrete type	30	2 Pronunciation	a
comprehension	provided speech is clearly and slowly articulated. Can understand	33	3 Reading & Listening	С
	phrases and expressions related to areas of most immediate priority	33	4 Grammar	b, d
	(e.g., very basic personal and family information, shopping, local	156	Vocabulary Bank: Daily routine	b
	geography, employment) provided speech is clearly and slowly	130	Vocabalary Bank: Bany routine	b
	articulated.			
Overall reading	Can understand short, simple texts on familiar matters of a concrete	32	3 Reading & Listening	a
comprehension	type which consist of high frequency everyday or job-related	114	3 Writing	a, b
P	language.			, ,
Information	Can ask and answer questions about habits and routines.	32	1 Vocabulary	b
exchange		156	Vocabulary Bank: Daily routine	Activation
		101, 107	4B Communication	a, b
Interviewing and	Can answer simple questions and respond to simple statements in an	33	5 Speaking & Writing	b
being interviewed	interview.			
Overall spoken	Can give a simple description or presentation of people, living or	32	1 Vocabulary	b
production	working conditions, daily routines. likes/dislikes, etc. as a short series	33	5 Speaking & Writing	b
	of simple phrases and sentences linked into a list.	156	Vocabulary Bank: Daily routine	Activation
Creative writing	Can write a series of simple phrases and sentences about their family,	114	3 Writing	c–e
	living conditions, educational background, present or most recent job.			
Identifying cues &	Can use an idea of the overall meaning of short texts and utterances	114	3 Writing	b
inferring (spoken &	on everyday topics of a concrete type to derive the probable meaning			
written)	of unknown words from the context.			
Processing text	Can pick out and reproduce key words, phrases or short sentences	33	3 Reading & Listening	a
	from a short text within the limited competence and experience.	114	3 Writing	a, b
General linguistic	Has a repertoire of basic language, which enables him/her to deal with	32	3 Reading & Listening	а
range	everyday situations with predictable content, though he/she will	114	3 Writing	a–e
	generally have to compromise the message and search for words.			
General linguistic	Can produce brief everyday expressions in order to satisfy simple	33	4 Grammar	a, b, d
range	needs of a concrete type: personal details, daily routines, wants and	33	5 Speaking & Writing	b
· ·	needs, requests for information.	131	4B Grammar Bank	a, b
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions	32	1 Vocabulary	а
, 0	involving familiar situations and topics.	33	3 Reading & Listening	c, d
		156	Vocabulary Bank: Daily routine	a–Activation
Grammatical	Uses some simple structures correctly, but still systematically makes	33	4 Grammar	a, b, d
accuracy	basic mistakes e.g., mixes up tenses and forgets to mark agreement;	131	4B Grammar Bank	a, b
	nevertheless, it is usually clear what he/she is trying to say.			2, 2
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday	32	1 Vocabulary	b
,	needs.	32–33	3 Reading & Listening	a, c
		113	3 Writing	b
		156	Vocabulary Bank: Daily routine	a–Activation
Phonological	Pronunciation is generally clear enough to be understood despite a	32	2 Pronunciation	b
control	noticeable foreign accent, but conversational partners will need to ask	J = 0		~
Control	for repetition from time to time			
Orthographic	Can copy short sentences on everyday subjects e.g., directions to	113	3 Writing	c–e
control	places. Can write short words with reasonable phonetic accuracy (not			
33111131	necessarily fully standard spelling) that are in his/her oral vocabulary.			
Flexibility	Can expand learned phrases through simple re-combinations of their	32	1 Vocabulary	b
	elements.	156	Vocabulary Bank: Daily routine	Activation
Thematic	Can tell a story or describe something in a simple list of points.	113	3 Writing	c–e
development	can ten a story or describe something in a simple list of points.	113		C- C
Spoken fluency	Can construct phrases on familiar topics with sufficient ease to handle	33	5 Speaking & Writing	b
Spoken nachey	short exchanges, despite very noticeable hesitation and false starts.	33	5 Speaking & Willing	Б
	The state of the s		1	
Mediation	Can make simple remarks and pose occasional questions to indicate	33	5 Speaking & Writing	h
Mediation Collaborating to	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 \bullet expressions of frequency \bullet months \bullet adverbs and expressions of frequency \bullet the letter h

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



5A Vote for me!

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

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/

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) Processing text	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. Can pick out and reproduce key words and phrases or short sentences	40 40 41 41	1 Vocabulary & Speaking 2 Grammar 4 Listening 4 Listening	b a a–d a–d
1 Toccssing text	from a short text within the learner's limited competence and experience.	41	4 Listerning	a u
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	Uses some simple structures correctly, but still systematically makes	41	2 Grammar	b-f
accuracy	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.	105, 110 133	5B Communication 5B Grammar Bank	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

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening	Can understand phrases and expressions related to areas of most	159	Vocabulary Bank: The weather and dates 1 d
comprehension	immediate priority (e.g., very basic personal and family information,		
	shopping, local geography, employment) provided speech is clearly and		
	slowly articulated.		
Listening to radio	Can understand and extract the essential information from short	42	1 Vocabulary & Listening c
audio & recordings	recorded passages dealing with predictable everyday matters that are	43	4 Pronunciation a
· ·	delivered slowly and clearly.	159	Vocabulary Bank: The weather and dates 1 b
Overall reading	Can understand short, simple texts on familiar matters of a concrete	115	4 Writing a
comprehension	type which consist of high frequency everyday or job-related language.		
Reading for	Can identify specific information in simpler written material he/she	43	3 Reading & Speaking a
information &	encounters such as letters or short newspaper articles describing events.	43	3 reduing & Speaking
argument	chedunters such as letters of short newspaper articles describing events.		
Information	Can understand enough to manage simple, routine exchanges without	43	3 Reading & Speaking c
		43	
exchange	undue effort. Can deal with practical everyday demands: finding out and		
	passing on straightforward factual information.	105, 111	5A Communication a, b
0 " 1		159	Vocabulary Bank: The weather c
Overall spoken	Can give a simple description or presentation of people, living or	43	3 Reading & Speaking C
production	working conditions, daily routines. likes/dislikes , etc. as a short series of	105, 111	5C Communication a, b
	simple phrases and sentences linked into a list.		
Creative writing	Can write a series of simple phrases and sentences about their family,	115	4 Writing b, c
	living conditions, educational background, present or most recent job.		
Taking the floor	Can use simple techniques to start, maintain, or end a short	43	3 Reading & Speaking c
(turn-taking)	conversation and face-to-face conversations.		
General linguistic	Has a repertoire of basic language, which enables him/her to deal with	43	3 Reading & Speaking c
range	everyday situations with predictable content, though he/she will	43	5 Writing a
	generally have to compromise the message and search for words.	105, 111	5C Communication a, b
		115	4 Writing b, c
General linguistic	Can produce brief everyday expressions in order to satisfy simple needs	43	4 Pronunciation c
range	of a concrete type: personal details, daily routines, wants and needs,	133	5C Grammar Bank a, b
	requests for information. Has a limited repertoire of short memorized		
	phrases covering predictable survival situations; frequent breakdowns		
	and misunderstandings occur in non-routine situations.		
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions	42	1 Vocabulary & Listening a, c, d
, 0	involving familiar situations and topics.	159	Vocabulary Bank: The weather and dates 1 a-e
Grammatical	Uses some simple structures correctly, but still systematically makes	42	2 Grammar c
accuracy	basic mistakes – for example tends to mix up tenses and forget to mark	133	5C Grammar Bank a, b
acca. acy	agreement; nevertheless, it is usually clear what he/she is trying to say.	200	3, 2
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	42	1 Vocabulary & Listening c, d
vocabalary control	can control a harrow repertoire acaiming with concrete everyday needs.	159	Vocabulary Bank: The weather and dates 1
		133	a–Activation
Phonological	Pronunciation is generally clear enough to be understood despite a	43	4 Pronunciation a–c
control	noticeable foreign accent, but conversational partners will need to ask	43	4 Tonunciation
CONTROL	for repetition from time to time.		
Elovibility		43	5 Writing a
Flexibility	Can adapt well-rehearsed memorized simple phrases to particular circumstances through limited lexical substitution.	45	5 Writing a
Flandalla.		42	4 Varahalam O Listanian
Flexibility	Can expand learned phrases through simple re-combinations of their	42	1 Vocabulary & Listening a, d
	elements.		Vocabulary Bank: The weather and dates 1
Construe flor	Con made him the made made at it. I see that the second is the second in the second is the second in	42	c, Activation
Spoken fluency	Can make him/herself understood in short contributions, even though	43	3 Reading & Speaking C
	pauses, false starts and reformulation are very evident.	43	4 Pronunciation b, c
		105, 111	5C Communication a, b
Mediation	Can collaborate in simple, practical tasks, asking what others think,	43	4 Pronunciation c
Facilitating	making suggestions and understanding responses, provided he/she can]	
collaborative	ask for repetition or reformulation from time to time.]	
interaction with			
peers		1	



Practical English Episode 3: In a clothing store

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



6A A North African story

object pronouns: me, you, him, etc. • words in a story • /aI/, /I/, and /i/

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE	
Overall listening	Can understand enough to be able to meet needs of a concrete type	45	3 Grammar	С
comprehension	provided speech is clearly and slowly articulated. Can understand	46	2 Reading	a
	phrases and expressions related to areas of most immediate priority	46	4 Reading & Listening	а
	(e.g., very basic personal and family information, shopping, local	47	5 Vocabulary	b
	geography, employment) provided speech is clearly and slowly			
	articulated.			
Overall reading	Can understand short, simple texts on familiar matters of a concrete	46	4 Reading & Listening	a, b
comprehension	type which consist of high frequency everyday or job-related	47	2 Reading	a
	language.			
Interviewing and	Can answer simple questions and respond to simple statements in an	105	6A Communication	
being interviewed	interview.			
Overall spoken	Can give a simple description or presentation of people, living or	46	3 Grammar	С
production	working conditions, daily routines. likes/dislikes, etc. as a short series	47	7 Speaking	
•	of simple phrases and sentences linked into a list.	105	6A Communication	
Identifying cues &	Can use an idea of the overall meaning of short texts and utterances	46	3 Grammar	а
inferring (spoken &	on everyday topics of a concrete type to derive the probable meaning	47	4 Reading & Listening	b
written)	of unknown words from the context.			
Processing text	Can pick out and reproduce key words and phrases or short sentences	46	2 Reading	а
· ·	from a short text within the learner's limited competence and	46	4 Reading & Listening	а
	experience.			
General linguistic	Can produce brief everyday expressions in order to satisfy simple	105	6A Communication	
range	needs of a concrete type: personal details, daily routines, wants and	135	6A Grammar Bank	a, b
. 0-	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.			
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions	46	3 Grammar	a
, , ,	involving familiar situations and topics.			
Grammatical	Uses some simple structures correctly, but still systematically makes	46	3 Grammar	a, c
accuracy	basic mistakes – for example tends to mix up tenses and forget to	135	6A Grammar Bank	a, b
,	mark agreement; nevertheless, it is usually clear what he/ she is trying			-,-
	to say.			
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday	45	3 Reading & Listening	a–e
, , , , , , , , , , , , , , , , , , , ,	needs.		o mananag or anotoning	
Phonological	Pronunciation is generally clear enough to be understood despite a	47	6 Pronunciation	a, d
control	noticeable foreign accent, but conversational partners will need to ask			-, -
	for repetition from time to time.			
Flexibility	Can adapt well-rehearsed memorized simple phrases to particular	47	4 Reading & Listening	С
· remaining	circumstances through limited lexical substitution.	.,	i moderning or anotonining	· ·
Flexibility	Can expand learned phrases through simple recombinations of their	46	3 Grammar	С
rickionicy	elements.	10	3 Grammar	C
Spoken fluency	Can make him/herself understood in short contributions, even though	47	6 Pronunciation	d
Spoken nachey	pauses, false starts and reformulation are very evident.	105	6A Communication	u
Mediation	Can identify and briefly describe, in basic formulaic language, the key	47	4 Reading & Listening	a
Analysis and	themes and characters in short, simple narratives involving familiar	٦,	Theading & Listening	a
criticism of creative	situations that are written in high frequency everyday language.			
text (including	Strations that are written in high frequency everyuay language.			
literature)		l		



6B The second Friday in July

like + (verb + -*ing*) • the date • ordinal numbers • $/\delta$ / and $/\theta$ / • saying the date

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening	Can understand phrases and expressions related to areas of most	159	Vocabulary Bank: The weather and dates 2 b
comprehension	immediate priority (e.g., very basic personal and family information,		,
	shopping, local geography, employment) provided speech is clearly		
	and slowly articulated.		
Listening to radio	Can understand and extract the essential information from short	48	1 Vocabulary & Pronunciation c-f
audio & recordings	recorded passages dealing with predictable everyday matters that are	48	3 Listening a, b
addio a recordings	delivered slowly and clearly.	159	Vocabulary Bank: The weather and dates 2 b
Overall reading	Can understand short, simple texts on familiar matters of a concrete	48	2 Reading a, b
comprehension	type which consist of high frequency everyday or job-related	40	2 heading a, b
comprehension			
Information	language.	49	Consision O Metion
	Can understand enough to manage simple, routine exchanges without	49	5 Speaking & Writing a
exchange	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.		
Overall spoken	Can give a simple description or presentation of people, living or	47	5 Speaking & Writing b, c
production	working conditions, daily routines. likes/dislikes, etc. as a short series		
	of simple phrases and sentences linked into a list.		
Identifying cues &	Can use an idea of the overall meaning of short texts and utterances	48	2 Reading c
inferring (spoken &	on everyday topics of a concrete type to derive the probable meaning		
written	of unknown words from the context.		
Processing text	Can pick out and reproduce key words and phrases or short sentences	48	2 Reading a, b
0	from a short text within the learner's limited competence and		, , ,
	experience.		
General linguistic	Has a repertoire of basic language, which enables him/her to deal with	48	2 Reading a
range	everyday situations with predictable content, though he/she will	40	Zinedunig
range	generally have to compromise the message and search for words.		
M		40	4 Varahalama O Buranan dakira
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions	48	1 Vocabulary & Pronunciation e, g
	involving familiar situations and topics.	48	2 Reading c
		49	5 Speaking & Writing a, b
		159	Vocabulary Bank: The weather and dates 2
			a, Activation
Grammatical	Uses some simple structures correctly, but still systematically makes	49	4 Grammar b
accuracy	basic mistakes – for example tends to mix up tenses and forget to	135	6B Grammar Bank a, b
	mark agreement; nevertheless, it is usually clear what he/ she is trying		
	to say.		
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday	48	1 Vocabulary & Pronunciation e, g
	needs.	48	2 Reading a, b
		48	3 Listening a, b
		49	5 Speaking & Writing a, b
		159	Vocabulary Bank: The weather and dates 2
			a, Activation
Phonological	Pronunciation is generally clear enough to be understood despite a	48	1 Vocabulary & Pronunciation c-f
control	noticeable foreign accent, but conversational partners will need to ask		
33.16101	for repetition from time to time.		
Flexibility	Can adapt well-rehearsed memorized simple phrases to particular	48	2 Reading a
1 ICAIDIIILY		48 48	
Floribility	circumstances through limited lexical substitution.		3 Listening a, b
Flexibility	Can expand learned phrases through simple re-combinations of their	48	1 Vocabulary & Pronunciation g
	elements.	159	Vocabulary Bank: The weather and dates 2
C 1 C			Activation
Spoken fluency	Can make him/herself understood in short contributions, even though	49	5 Speaking and Writing a
	pauses, false starts and reformulation are very evident.		
Mediation	Can collaborate in simple, shared tasks, provided that other	49	5 Speaking and Writing a
Facilitating	participants speak slowly and that one or more of them help him/her		
collaborative	to contribute and to express his/her suggestions.		
interaction with			



6C Making music

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

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	С
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	Can understand basic types of standard routine letters and faxes	115	5 Writing	a
correspondence	(enquiries, orders, letters of confirmation , etc.) on familiar topics.			
Interviewing and	Can answer simple questions and respond to simple statements in an	51	3 Speaking	
being interviewed	interview.	51	4 Pronunciation	d
Overall spoken	Can give a simple description or presentation of people, living or	51	3 Speaking	
production	working conditions, daily routines. likes/dislikes , etc. as a short series of simple phrases and sentences linked into a list.	51	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	а
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	50	1 Vocabulary	a, f
	involving familiar situations and topics.	115	5 Writing	a–f
Grammatical	Uses some simple structures correctly, but still systematically makes	50	2 Grammar	a–c
accuracy	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.	135	6C Grammar Bank	a, b
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	50	1 Vocabulary	а, с
Phonological	Pronunciation is generally clear enough to be understood despite a	50	1 Vocabulary	d
control	noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	51	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	С
Spoken fluency	Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.	51 51	4 Pronunciation 3 Speaking	С
Mediation Collaborating to	Can ensure that the person he/she is talking to understands what he/she means by asking appropriate questions.	51	3 Speaking	
construct meaning				



7A Selfies

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

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE	
Listening to radio	Can understand and extract the essential information from short	54	1 Grammar	b, c
audio & recordings	recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.	54	2 Pronunciation	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	54	1 Vocabulary	е
	from a short text within the learner's limited competence and experience.	55	4 Vocabulary	а
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	С
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	55	4 Vocabulary	a, b, d
Grammatical	Uses some simple structures correctly, but still systematically makes	54	1 Vocabulary	e
accuracy	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.	137	7A Grammar Bank	a, b
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday	54	2 Pronunciation	b
	needs.	55	4 Vocabulary	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	54	2 Pronunciation	b
· 	elements.	55	4 Vocabulary	d
Mediation	Can ensure that the person he/she is talking to understands what	51	4 Vocabulary	d
Collaborating to	he/she means by asking appropriate questions.			
construct meaning				



7B Wrong name, wrong place

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

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE	
Listening to radio	Can understand and extract the essential information from short	56	1 Reading & Listening	b, d–f
audio & recordings	recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.	57	3 Pronunciation	С
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	Can understand enough to manage simple, routine exchanges without	57	2 Grammar	d
exchange	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	4 Vocabulary & Speaking	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	Uses some simple structures correctly, but still systematically makes	57	2 Grammar	a, d
accuracy	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.	137	7B Grammar Bank	a, b
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday	57	3 Pronunciation	С
	needs.	57	4 Vocabulary & Speaking	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	57	3 Pronunciation	С
	elements.	57	4 Vocabulary & Speaking	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 ullet go, have, get ullet sentence stress

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE	
Listening to radio	Can understand and extract the essential information from short recorded	59	4 Listening	а
audio &	passages dealing with predictable everyday matters that are delivered			
recordings	slowly and clearly.			
Overall reading	Can understand short, simple texts containing the highest frequency	58	1 Reading	a–c
comprehension	vocabulary, including a proportion of shared international vocabulary	58	2 Grammar	a
•	items.			
Overall spoken	Can interact with reasonable ease in structured situations and short	59	6 Speaking & Writing	b
interaction	conversations, provided the other person helps if necessary. Can manage			
cc. dot.o	simple, routine exchanges without undue effort; can ask and answer			
	questions and exchange ideas and information on familiar topics in			
	predictable everyday situations.			
Interviewing and	Can make him/herself understood in an interview and communicate ideas	59	6 Speaking & Writing	b
being interviewed	and information on familiar topics, provided he/she can ask for		o speaking a triting	
being interviewed	clarification occasionally, and is given some help when asking for it.			
Overall speken		59	6 Speaking 9 Miniting	h
Overall spoken	Can give a simple description or presentation of people, living or working		6 Speaking & Writing	b
production	conditions, daily routines. likes/dislikes , etc. as a short series of simple	160	Vocabulary Bank: go, have, get	c, Activation
0 11 111	phrases and sentences linked into a list.		66 1: 0.14:11	
Creative writing	Can write about everyday aspects of his environment e.g., people, places,	59	6 Speaking & Writing	С
	a job or study experience in linked sentences. Can write very short, basic			
	descriptions of events, past activities and personal experiences.			
Identifying cues &	Can use an idea of the overall meaning of short texts and utterances on	58	1 Reading	a
inferring (spoken	everyday topics of a concrete type to derive the probable meaning of	58	2 Grammar	a
& written)	unknown words from the context.			
Processing text	Can pick out and reproduce key words and phrases or short sentences	58	1 Reading	a
	from a short text within the learner's limited competence and experience.			
General linguistic	Has a repertoire of basic language, which enables him/her to deal with	58	1 Reading	a
range	everyday situations with predictable content, though he/she will generally	59	4 Listening	a
	have to compromise the message and search for words.	59	6 Speaking & Writing	a-c
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions	59	3 Vocabulary a	
	involving familiar situations and topics.	160	Vocabulary Bank: go, have, get	a-Activation
Grammatical	Uses some simple structures correctly, but still systematically makes basic	58	2 Grammar	a
accuracy	mistakes – for example tends to mix up tenses and forget to mark	137	7C Grammar Bank	a–c
·	agreement; nevertheless, it is usually clear what he/she is trying to say.			
Vocabulary	Can control a narrow repertoire dealing with concrete everyday needs.	59	3 Vocabulary	а
control	, ,	160	Vocabulary Bank: <i>go, have, get</i>	a-Activation
Phonological	Pronunciation is generally clear enough to be understood despite a	59	5 Pronunciation	b
control	noticeable foreign accent, but conversational partners will need to ask for			
	repetition from time to time.			
Orthographic	Can copy short sentences on everyday subjects – e.g., directions how to	59	3 Vocabulary	a
control	get somewhere. Can write with reasonable phonetic accuracy (but not		,	
	necessarily fully standard spelling) short words that are in his/her oral			
	vocabulary.			
Flexibility	Can adapt well-rehearsed memorized simple phrases to particular	58	1 Reading	a
Tickibility	circumstances through limited lexical substitution.	58	4 Listening	a
	circumstances through innited texted substitution.	59	5 Pronunciation	a
		59	6 Speaking & Writing	a
Flexibility	Can expand learned phrases through simple re-combinations of their	160		
riexibility	elements.	100	Vocabulary Bank: go, have, get	c, Activation
Spoken fluency	Can make him/herself understood in short contributions, even though	59	5 Pronunciation	b
Spoken nuency		33	3 Fronunciation	D
Snokon flyonov	pauses, false starts and reformulation are very evident.	FO	6 Speaking & Writing	h
Spoken fluency	Can construct phrases on familiar topics with sufficient ease to handle	59	6 Speaking & Writing	b
na l' .'	short exchanges, despite very noticeable hesitation and false starts.		66 1: 0.11: 1	
Mediation	Can ensure that the person he/she is talking to understands what he/she	59	6 Speaking & Writing b	
Collaborating to	means by asking appropriate questions.			
construct				
meaning	i de la companya de		1	



Practical English Episode 4: Getting lost

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE	
Listening to radio	Can understand and extract the essential information from short	60	1 A free morning	a, b
audio & recordings	recorded passages dealing with predictable everyday matters that are	60-61	3 Asking the way	a, b
	delivered slowly and clearly.	61	4 Jenny and Rob go sightseeing	а
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	60	2 Vocabulary	a, b
	needs.	61	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	С
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

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 3 Listening 4 Grammar	b a, c 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 8A Communication	b 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 3 Listening	b a
Planning	Can recall and rehearse an appropriate set of phrases from his repertoire.	106, 111	8A Communication	а-с
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 8A Communication	a–c 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 8A Grammar Bank	a, b a, b
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	62	2 Pronunciation	b, c
Flexibility	Can adapt well-rehearsed memorized simple phrases to particular circumstances through limited lexical substitution.	62 63	1 Reading 3 Listening	a, b 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 8A Communication	b, c 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/

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE	
Overall listening	Can understand enough to be able to meet needs of a concrete type	64	2 Listening	a, b
comprehension	provided speech is clearly and slowly articulated. Can understand phrases	161	Vocabulary Bank: The house 3	b
·	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.			
Overall reading	Can understand short, simple texts containing the highest frequency	116	6 Writing	a, b
comprehension	vocabulary, including a proportion of shared international vocabulary			2, 2
	items.			
Information	Can understand enough to manage simple, routine exchanges without	64	1 Vocabulary	С
exchange	undue effort. Can deal with practical everyday demands: finding out and	65	5 Speaking	b
	passing on straightforward factual information.	106,	8B Communication	b
	passing on straightfor that a reaction morning to	111	Vocabulary Bank: The house 3	Activation
		161		7.00.700.01.
Interviewing and	Can make him/herself understood in an interview and communicating	65	5 Speaking	a
being interviewed	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.			
Overall spoken	Can give a simple description or presentation of people, living or working	64	1 Vocabulary	С
production	conditions, daily routines. likes/dislikes , etc. as a short series of simple	65	3 Grammar	а
	phrases and sentences linked into a list.	65	5 Speaking	a, b
	prinades and sericences inned into a list.	161	Vocabulary Bank: The house 3	Activation
Creative writing	Can write about everyday aspects of his environment e.g., people, places,	116	6 Writing	c–e
	a job or study experience in linked sentences.			
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	64	1 Vocabulary	а
0 · · ·	from a short text within the learner's limited competence and experience.	116	6 Writing	a
General linguistic	Has a repertoire of basic language, which enables him/her to deal with	64–65	2 Listening	c, d
range	everyday situations with predictable content, though he/she will generally	65	5 Speaking	a, b
· ·	have to compromise the message and search for words.	116	6 Writing	a
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions	64	1 Vocabulary	a-c
, 0	involving familiar situations and topics.	116	6 Writing	с–е
	0	161	Vocabulary Bank: The house 1	
		161	Vocabulary Bank: The house 2	
			Vocabulary Bank: The house 3	a-Activation
Grammatical	Uses some simple structures correctly, but still systematically makes basic	65	3 Grammar	a, b
accuracy	mistakes – for example tends to mix up tenses and forget to mark	106,	8B Communication	a
·	agreement; nevertheless, it is usually clear what he/ she is trying to say.	111	8B Grammar Bank	a, b
		139		•
Vocabulary	Can control a narrow repertoire dealing with concrete everyday needs.	64	1 Vocabulary	a-c
control		161	Vocabulary Bank: The house 1	
		161	Vocabulary Bank: The house 2	
		161	Vocabulary Bank: The house 3	a-Activation
Phonological	Pronunciation is generally clear enough to be understood despite a	65	4 Pronunciation	a, c
control	noticeable foreign accent, but conversational partners will need to ask for			
	repetition from time to time.			
Orthographic	Can copy short sentences on everyday subjects – e.g., directions how to	116	6 Writing	c–e
control	get somewhere. Can write with reasonable phonetic accuracy (but not			
	necessarily fully standard spelling) short words that are in his/her oral			
	vocabulary.			
Flexibility	Can adapt well-rehearsed memorized simple phrases to particular	64–65	2 Listening	a, c, d
	circumstances through limited lexical substitution.	65	5 Speaking	a, b
Mediation	Can collaborate in simple, shared tasks, provided that other participants	65	5 Speaking	a
Facilitating	speak slowly and that one or more of them help him/her to contribute and			
collaborative	to express his/her suggestions.			
interaction with				



8C Haunted rooms

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

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	Can understand and extract the essential information from short	67	2 Grammar a
audio & recordings	recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.	162 162	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	Can understand enough to manage simple, routine exchanges without	106, 111	8C Communication b, c
exchange	undue effort. Can deal with practical everyday demands: finding out	162	Vocabulary Bank: Prepositions 1 Place
	and passing on straightforward factual information.	162	Activation
			Vocabulary Bank: Prepositions 2 Movement Activation
Overall spoken	Can give a simple description or presentation of people, living or	106, 111	8C Communication b, c
production	working conditions, daily routines. likes/dislikes , etc. as a short series	162	Vocabulary Bank: Prepositions 1 Place
	of simple phrases and sentences linked into a list.	162	Activation
			Vocabulary Bank: Prepositions 2 Movement Activation
Identifying cues &	Can use an idea of the overall meaning of short texts and utterances	66	1 Reading & Listening e
inferring (spoken &	on everyday topics of a concrete type to derive the probable meaning		
written)	of unknown words from the context.		
General linguistic	Has a repertoire of basic language, which enables him/her to deal with	66	1 Reading & Listening a, f
range	everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.	106, 111	8C Communication b, c
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions	162	Vocabulary Bank: Prepositions 1 Place
	involving familiar situations and topics.		a–Activation
		162	Vocabulary Bank: Prepositions 2 Movement
Grammatical	Uses some simple structures correctly, but still systematically makes	67	a–Activation 2 Grammar
accuracy	basic mistakes – for example tends to mix up tenses and forget to	139	2 Grammar a 8C Grammar Bank a, b
decaracy	mark agreement; nevertheless, it is usually clear what he/she is trying to say.	133	o, s
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday	162	Vocabulary Bank: Prepositions 1 Place
	needs.	162	a-Activation Vocabulary Bank: Prepositions 2 Movement
		102	a–Activation
Phonological	Pronunciation is generally clear enough to be understood despite a	67	4 Pronunciation b
control	noticeable foreign accent, but conversational partners will need to ask		
el 9.99	for repetition from time to time.	66	40 11 0111
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	162	Vocabulary Bank: Prepositions 1 Place
,	elements.	162	Activation
			Vocabulary Bank: Prepositions 2 Movement
Construe floresses	Construction (because the condensate and in the case and with this construction to	67	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	Can interpret and describe simple visuals on familiar topics (e.g., a	106, 111	8C Communication b, c
Explaining data in	weather map, a basic flow chart), even though pauses, false starts	111	2,75
speech	and reformulation may be very evident in speech.		



9A #mydinnerlastnight

countable / uncountable nouns \bullet a / an \bullet some / any \bullet food and drink \bullet the letters ea

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	С
Overall listening	Can understand enough to be able to meet needs of a concrete type	71	2 Grammar	f
comprehension	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	3 Listening	b, c
Information	Can understand enough to manage simple, routine exchanges without	71	5 Speaking	b, c
exchange	undue effort. Can deal with practical everyday demands: finding out and passing on straightforward factual information.	163	Vocabulary Bank: Food and drink	Activation
Overall spoken	Can give a simple description or presentation of people, living or	70	2 Grammar	a, b
production	working conditions, daily routines. likes/dislikes, etc. as a short series	71	3 Listening	a, d
	of simple phrases and sentences linked into a list.	71	5 Speaking	b
		163	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	Uses some simple structures correctly, but still systematically makes	71	2 Grammar	d
accuracy	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.	141	9A Grammar Bank	a, b
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday	71	5 Speaking	a
	needs.	163	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	а
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. \bullet food containers \bullet linking \bullet /ʃ/ and /s/

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 4 Reading	a 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	С
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	С
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 9B Grammar Bank	a, d 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 4 Reading	a, c c
Flexibility	Can adapt well-rehearsed memorized simple phrases to particular circumstances through limited lexical substitution.	73	4 Reading	а
Flexibility	Can expand learned phrases through simple recombinations of their elements.	72 73	1 Vocabulary & Pronunciation 5 Speaking	b, c 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 2 Grammar 5 Speaking	c b, f b



9C Facts and figures

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

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE	
Listening to radio	Can understand and extract the essential information from short	74	1 Vocabulary	b, d
audio & recordings	recorded passages dealing with predictable everyday matters that are	74	2 Listening	a–d
	delivered slowly and clearly.	75	4 Pronunciation & Speaking	а
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	Can understand enough to manage simple, routine exchanges without	74	1 Vocabulary	е
exchange	undue effort. Can deal with practical everyday demands: finding out	75	5 Reading	С
	and passing on straightforward factual information.	107,	9C Communication	b, c
		112		
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	С
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	Has a repertoire of basic language, which enables him/her to deal with	74	2 Listening	a–d
range	everyday situations with predictable content, though he/she will	75	5 Reading	b
	generally have to compromise the message and search for words.	107, 112	9C Communication	a–c
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions	74	1 Vocabulary a	, b, e, f
, , ,	involving familiar situations and topics.	75	5 Reading	, , , , b, с
	ξ	148	Vocabulary Bank: Days and Numbers 3	a
Grammatical	Uses some simple structures correctly, but still systematically makes	75	3 Grammar	а
accuracy	basic mistakes – for example tends to mix up tenses and forget to	75	5 Reading	b
•	mark agreement; nevertheless, it is usually clear what he/she is trying	107,	9C Communication	а
	to say.	112		
	,	141	9C Grammar Bank	a, b
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday	74	1 Vocabulary a,	b, e, f
	needs.	75	5 Reading	С
		148	Vocabulary Bank: Days and Numbers 3	а
Phonological	Pronunciation is generally clear enough to be understood despite a	74	1 Vocabulary	b
control	noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	75	4 Pronunciation & Speaking	a, c
Flexibility	Can adapt well-rehearsed memorized simple phrases to particular	74	2 Listening	a, c
,	circumstances through limited lexical substitution.	75	5 Reading	a
Flexibility	Can expand learned phrases through simple recombinations of their elements.	74	1 Vocabulary	е
Spoken fluency	Can make him/herself understood in short contributions, even though	75	4 Pronunciation & Speaking	С
•	pauses, false starts and reformulation are very evident.	107,	9C Communication	b, c
		111		
Mediation	Can relay the point made in short, clear, simple messages, instructions	107	4D Communication	b
Relaying specific information in speech	and announcements, provided these are expressed slowly and clearly in simple language.	111		



Practical English Episode 5: At a restaurant

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE	
Overall listening	Can understand phrases and expressions related to areas of most	76	1 An invitation to dinner	a, b
comprehension	immediate priority (e.g., very basic personal and family information,	76	2 Vocabulary	b
·	shopping, local geography, employment) provided speech is clearly and slowly articulated.	77	4 The end of the meal	а
Listening to radio	Can understand and extract the essential information from short	76	1 An invitation to dinner	a, b
audio & recordings	recorded passages dealing with predictable everyday matters that are	77	3 Ordering a mean	a, b
Ü	delivered slowly and clearly.	77	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	Can give a simple description or presentation of people, living or	76	2 Vocabulary	С
production	working conditions, daily routines. likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	77	3 Ordering a meal	d, e
Identifying cues &	Can use an idea of the overall meaning of short texts and utterances	76	2 Vocabulary	b
inferring (spoken & written)	on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.			
Planning	Can recall and rehearse an appropriate set of phrases from his repertoire.	77	3 Ordering a meal	e
General linguistic	Has a repertoire of basic language, which enables him/her to deal with	76	1 An invitation to dinner	a–d
range	everyday situations with predictable content, though he/she will	77	3 Ordering a meal	a, b, e
runge	generally have to compromise the message and search for words.	77	4 The end of the meal	a, b, c
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	76	2 Vocabulary	a, b
•	needs.	77	3 Ordering a meal	a, b, e
Phonological	Pronunciation is generally clear enough to be understood despite a	76	1 An invitation to dinner	c, d
control	noticeable foreign accent, but conversational partners will need to ask	76	2 Vocabulary	b
	for repetition from time to time.	77	3 Ordering a meal	c–e
Sociolinguistic	Can perform and respond to basic language functions, such as	76	1 An invitation to dinner	c, d
appropriateness	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.	77	3 Ordering a meal	е
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 4 The end of the meal	d, e d
Flexibility	Can adapt well-rehearsed memorized simple phrases to particular	76	1 An invitation to dinner	b
•	circumstances through limited lexical substitution.	77	3 Ordering a meal	d, e
		77	4 The end of the meal	a
Spoken fluency	Can make him/herself understood in short contributions, even though	76	1 An invitation to dinner	c, d
	pauses, false starts and reformulation are very evident.	76	2 Vocabulary	С
		77	3 Ordering a meal	d, e
		77	4 The end of the meal	С
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

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



10B Five continents in a day

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

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



10C The fortune teller

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

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	Can write a series of simple phrases and sentences linked with simple	83	5 Grammar	С
production	connectors like "and", "but" and "because".	143	10C Grammar Bank	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	Has a repertoire of basic language, which enables him/her to deal with	82	3 Reading & Listening	b–e
range	everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.	83	6 Speaking	
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	82	1 Vocabulary	a, b
Grammatical	Uses some simple structures correctly, but still systematically makes	83	5 Grammar	a, c
accuracy	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.	143	10C Grammar Bank	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

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	Uses some simple structures correctly, but still systematically makes	87	2 Grammar	a, c
accuracy	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.	145	11A Grammar Bank	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	е
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	а а, с
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

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



11C How smart is your phone?

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

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	С
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	С
General linguistic	Has a repertoire of basic language, which enables him/her to deal with	90	2 Listening & Speaking	С
range	everyday situations with predictable content, though he/she will	90	3 Reading	С
	generally have to compromise the message and search for words.	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	Uses some simple structures correctly, but still systematically makes	91	4 Grammar	b
accuracy	basic mistakes – for example tends to mix up tenses and forget to	91	5 Pronunciation & Speaking	С
	mark agreement; nevertheless, it is usually clear what he/ she is trying to say.	145		
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	90	1 Vocabulary	a, b
Phonological	Pronunciation is generally clear enough to be understood despite a	90	1 Vocabulary	С
control	noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	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	С
Mediation Collaborating to construct meaning	Can make simple remarks and pose occasional questions to indicate that he/she is following.	91	5 Pronunciation & Speaking	С



Practical English Episode 6: Going home

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE	
Listening to radio	Can understand and extract the essential information from short	92	1 Jenny's last morning	a, b
audio & recordings	recorded passages dealing with predictable everyday matters that are	92-93	3 Getting to the airport	a, b
	delivered slowly and clearly.	93	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	е
General linguistic	Has a repertoire of basic language, which enables him/her to deal with	92	1 Jenny's last morning	b
range	everyday situations with predictable content, though he/she will	92-93	3 Getting to the airport	a, e
	generally have to compromise the message and search for words.	93	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	92	2 Vocabulary	a–c
	needs.	92-93	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	С
Sociolinguistic	Can handle very short social exchanges, using everyday polite forms of	93	3 Getting to the airport	c–e
appropriateness	greeting and address. Can make and respond to invitations, apologies, etc.	93	4 Saying goodbye	d
Flexibility	Can adapt well-rehearsed memorized simple phrases to particular	92	1 Jenny's last morning	b
	circumstances through limited lexical substitution.	93	4 Saying goodbye	a
Flexibility	Can expand learned phrases through simple recombinations of their elements.	93	3 Getting to the airport	е
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	е



12A I've seen it ten times!

present perfect ● irregular past participles ● sentence stress

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 4 Listening & Speaking	b, c 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	95 95	1 Grammar 2 Pronunciation	f b
	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	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	95 95	2 Pronunciation 4 Listening & Speaking	b b–d
	generally have to compromise the message and search for words.			
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	95 95	3 Vocabulary 4 Listening & Speaking	a–e a
Grammatical	Uses some simple structures correctly, but still systematically makes	94–95	1 Grammar	a–f
accuracy	basic mistakes – for example tends to mix up tenses and forget to	95	4 Listening & Speaking	a
	mark agreement; nevertheless, it is usually clear what he/ she is trying to say.	147	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

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 5 Speaking	a, c, d 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 2 Grammar 5 Speaking	a a, c, d 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 5 Speaking	b–d a, b
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	97 97	3 Vocabulary 4 Pronunciation	a, b a
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/ she is trying to say.	96 97 97 147	2 Grammar 3 Vocabulary 5 Speaking 12B Grammar Bank	a, c, d c a, b a–c
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	97 97	3 Vocabulary 4 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.	97 97	3 Vocabulary 4 Pronunciation	a, b a
Flexibility	Can adapt well-rehearsed memorized simple phrases to particular circumstances through limited lexical substitution.	96 97	1 Listening 5 Speaking	c, d 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

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	е
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	а
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	С
Spoken fluency	Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.	99	3 Listening	С
Mediation Collaborating to construct meaning	Can make simple remarks and pose occasional questions to indicate that he/she is following.	99	2 Grammar & Speaking	С