

**Karen Ludlow**

**New  
ENGLISH FILE**

**Elementary**



**and the**

**Common European Framework  
of Reference**

**OXFORD**

## What is this booklet for?

The aim of this booklet is to give a clear and simple introduction to the Common European Framework of Reference, and to show how it works with *New English File*. This document is not a summary of the Common European Framework of Reference (CEF), which is an extremely comprehensive and detailed document of over 250 pages. This introduction highlights points of particular interest, and if detailed information is required, teachers are advised to consult the original document.

The main body of this document maps each Student's Book unit of *New English File Elementary*, *Pre-Intermediate*, and *Intermediate* and refers to the competences detailed in the CEF.

## Why do we need a Common European Framework?

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

## What is the CEF? What are its aims?

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

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

## What are the CEF levels?

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

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

## How do the CEF levels correspond to New English File?

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

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

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

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

### ■ Teaching

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

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

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

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

### ■ Learning

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

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

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

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

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

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

can't miss it), and probably be able to ask for repetition. *New English File* teaches the language and skills that students will need in order to develop their range of communicative competences.

Here are some examples of how *New English File* fits with the aims of the CEF:

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

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

You can find information about the Council of Europe and its aims by visiting its website: [www.coe.int](http://www.coe.int). On this site there are hyperlinked pdfs of the CEF document in various European languages.

## Common European Framework of Reference Level Overview

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

## Level: A1

DESCRIPTOR	STUDENT'S BOOK PAGES
<b>Coherence and cohesion:</b> <b>A1</b> User can link groups of words with very basic linear connectors like 'and' or 'then'.	37
<b>Creative writing:</b> <b>A1</b> User can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.	13, 17, 25, 37
<b>Grammatical accuracy:</b> <b>A1</b> User shows only a limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	5, 7, 9, 11, 16, 17, 19, 21, 22, 29, 30, 32, 35
<b>Informal discussion:</b> <b>A1</b> User can make and respond to suggestions.	33
<b>Information exchange:</b> <b>A1</b> User can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. <b>A1</b> User can ask and answer questions about themselves and other people, where they live, people they know, things they have.	9, 19 23
<b>Notes, messages and forms:</b> <b>A1</b> User can write numbers and dates, own name, nationality, address, age, date of birth on arrival in the country, etc, such as on a registration form.	13
<b>Orthographical control:</b> <b>A1</b> User can copy familiar words and phrases e.g. simple signs or instructions, names of everyday objects, name of shops and set phrases used regularly.	4, 5, 29
<b>Overall listening comprehension:</b> <b>A1</b> User can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	4, 5, 6, 7, 8, 11, 12, 16, 18, 19, 21, 22, 23, 24, 29, 30, 31, 35, 36
<b>Overall oral production:</b> <b>A1</b> User can produce simple mainly isolated phrases about people and places.	17, 29, 30, 31, 32, 34
<b>Overall reading comprehension:</b> <b>A1</b> User can understand short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and re-reading as required.	4, 8, 18, 25, 29, 30, 35, 37
<b>Overall spoken interaction:</b> <b>A1</b> User can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	4, 6, 7, 9, 10, 11, 19, 20, 21, 22, 23, 30, 31, 33, 34, 35
<b>Overall written production:</b> <b>A1</b> User can write simple isolated phrases and sentences.	13, 29
<b>Phonological control:</b> <b>A1</b> User has pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	4, 5, 6, 7, 8, 10, 11, 12, 17, 19, 21, 22, 23, 24, 28, 29, 31, 33, 34, 36
<b>Reading for information and argument:</b> <b>A1</b> User can get the main idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.	16, 17, 20, 28, 32, 34
<b>Sociolinguistic appropriateness:</b> <b>A1</b> User can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions, saying please, thank you, sorry, etc.	24, 36
<b>Sustained monologue: Describing experience</b> <b>A1</b> User can describe him/herself what he/she does and where he/she lives.	30

<b>Transaction to obtain goods and services:</b> <b>A1</b> User can ask people for things and give people things. <b>A1</b> User can handle numbers, quantities, cost and time.	12, 24, 36 24, 36
<b>Vocabulary range:</b> <b>A1</b> User has a basic repertoire of isolated words and phrases related to particular concrete situations.	5, 6, 7, 10, 11, 12, 16, 20, 23, 24, 28, 29, 30, 33, 34, 35, 36

## Level: A2

DESCRIPTOR	STUDENT'S BOOK PAGES
<b>Conversation:</b> <b>A2</b> User can say what he/she likes/dislikes.	44, 47
<b>Correspondence:</b> <b>A2</b> User can write very simple personal letters (expressing thanks and apology.)	73, 97
<b>Creative writing:</b> <b>A2</b> User can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job.	49, 53
<b>Flexibility:</b> <b>A2</b> User can expand learned phrases through simple re-combinations of their elements.	93
<b>Grammatical accuracy:</b> <b>A2</b> User can use some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	40, 41, 42, 44, 47, 52, 55, 57, 59, 65, 67, 68, 69, 70, 73, 76, 77, 78, 79, 80, 83, 89, 91, 93, 95, 101, 102
<b>Identifying cues and inferring:</b> <b>A2</b> User can use the idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from context.	45, 90, 100
<b>Informal discussion:</b> <b>A2</b> User can agree and disagree with others. <b>A2</b> User can make and respond to suggestions.	66, 67, 79, 95 81
<b>Information exchange:</b> <b>A2</b> User can communicate in simple and routine tasks requiring a simple and direct exchange of information. <b>A2</b> User can give and follow simple directions and instructions.	40, 42, 46, 47, 52, 53, 57, 58, 59, 65, 67, 68, 71, 76, 77, 78, 79, 81, 91, 95, 96, 100 77
<b>Listening to announcements and instructions:</b> <b>A2</b> User can understand simple directions relating to how to get from X to Y, by foot or public transport. <b>Listening to audio media and recordings:</b> <b>A2</b> User can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.	72 40, 46, 47, 54, 57, 59, 66, 68, 71, 77, 81, 88, 89, 91, 93, 103
<b>Orthographic control:</b> <b>A2</b> User can copy short sentences on everyday subjects. <b>A2</b> User can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her vocabulary.	43, 68, 69 49
<b>Overall listening comprehension:</b> <b>A2</b> User can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	41, 42, 48, 52, 53, 57, 60, 64, 65, 70, 80, 81, 82, 83, 84, 96, 100, 101
<b>Overall oral production:</b> <b>A2</b> User can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc, as a short series of simple phrases and sentences linked in a list.	42, 56

<p><b>Overall reading comprehension:</b></p> <p><b>A2</b> User can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.</p>	43, 44, 49, 53, 56, 57, 58, 59, 61, 64, 78, 79, 81, 82, 83, 88, 94, 97, 100
<p><b>Overall spoken interaction:</b></p> <p><b>A2</b> User can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time.</p>	41, 43, 53, 55, 57, 59, 101, 102, 103
<p><b>Overall written production:</b></p> <p><b>A2</b> User can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'.</p>	81
<p><b>Phonological control:</b></p> <p><b>A2</b> Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.</p>	40, 43, 45, 47, 48, 53, 52, 55, 57, 59, 60, 65, 67, 68, 69, 71, 72, 77, 78, 80, 83, 84, 89, 93, 95, 96, 101, 102
<p><b>Planning:</b></p> <p><b>A2</b> User can recall and rehearse an appropriate set of phrases from his/her repertoire.</p>	57, 61
<p><b>Reading correspondence:</b></p> <p><b>A2</b> User can understand short, simple personal letters.</p> <p><b>A2</b> User can understand basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation, etc) on familiar topics.</p>	73 97
<p><b>Reading for information and argument:</b></p> <p><b>A2</b> User can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.</p>	45, 54, 66, 67, 68, 71, 80, 90, 103
<p><b>Reading instructions:</b></p> <p><b>A2</b> User can understand simple instructions.</p>	85
<p><b>Sociolinguistic appropriateness:</b></p> <p><b>A2</b> User can handle very short exchanges, using everyday polite forms of greeting and address.</p> <p><b>A2</b> User can make and respond to invitations, suggestions, apologies, etc.</p>	60, 64, 72, 84, 96 48
<p><b>Sustained monologue: Describing experience:</b></p> <p><b>A2</b> User can explain why he/she likes/dislikes something.</p> <p><b>A2</b> User can describe people, places and possessions in simple terms.</p> <p><b>A2</b> User can describe events, real or imagined.</p> <p><b>A2</b> User can describe dreams, hopes and ambitions.</p> <p><b>A2</b> User can use simple descriptive language to make brief statements about and compare objects and possessions.</p>	70, 71, 94, 97 69, 89, 90, 92, 93, 94 83 83 65, 89, 92
<p><b>Thematic development:</b></p> <p><b>A2</b> User can tell a story or describe something in a simple list of points.</p>	55, 85
<p><b>Transaction to obtain goods and services:</b></p> <p><b>A2</b> User can make simple purchases by stating what is wanted and asking the price.</p> <p><b>A2</b> User can get simple information about travel, use public transport: buses, trains and taxis, ask and give directions, and buy tickets.</p> <p><b>A2</b> User can order a meal.</p>	48 72 84
<p><b>Vocabulary control:</b></p> <p><b>A2</b> User can control a narrow repertoire dealing with everyday concrete needs.</p>	53, 68, 71, 79, 82, 85, 88, 89
<p><b>Vocabulary range:</b></p> <p><b>A2</b> User has a sufficient vocabulary for the expression of basic communicative needs.</p>	41, 43, 48, 55, 56, 57, 60, 64, 66, 72, 76, 77, 84, 91, 96

## 1A Nice to meet you

### Framework Level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and re-reading as required.	4	1 <b>Saying hello</b> a
Overall listening comprehension	Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	4 5 5	1 <b>Saying hello</b> a 4 <b>Vocabulary</b> c, d 5 <b>Saying goodbye</b> a
Orthographic control	Can copy familiar words and phrases e.g. simple signs or instructions, names of everyday objects, name of shops and set phrases used regularly.	4 5	1 <b>Saying hello</b> b 3 <b>Pronunciation</b> e, f
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	4 5 5	1 <b>Saying hello</b> c 3 <b>Pronunciation</b> a–d 5 <b>Saying goodbye</b> b
Overall spoken interaction	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	4	1 <b>Saying hello</b> d, e
Grammatical accuracy	Shows only a limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	5	2 <b>Grammar</b> a–c
Vocabulary range	Has a basic repertoire of isolated words and phrases related to particular concrete situations.	5	4 <b>Vocabulary</b> a, b

## 1B I'm not English, I'm Scottish!

### Framework Level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Vocabulary range	Has a basic repertoire of isolated words and phrases related to particular concrete situations.	6 7	1 <b>Vocabulary</b> a, b 6 <b>Vocabulary</b> c
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	6 7 7 7	1 <b>Vocabulary</b> c 2 <b>Listening &amp; Speaking</b> c 4 <b>Pronunciation</b> a–d 6 <b>Vocabulary</b> d
Overall listening comprehension	Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	6 7 7	1 <b>Vocabulary</b> d 2 <b>Listening &amp; Speaking</b> a, b 6 <b>Vocabulary</b> a, e, f



Overall spoken interaction	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	6	<b>2 Listening &amp; Speaking</b>	d
		7	<b>6 Vocabulary</b>	b
Grammatical accuracy	Shows only a limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	7	<b>3 Grammar</b>	a, b
Overall spoken interaction	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	7	<b>5 Speaking</b>	a, b

## 1C His name, her name

### Framework level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and re-reading as required.	8	<b>1 Listening</b> a
Overall listening comprehension	Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	8	<b>1 Listening</b> b, c
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	8	<b>2 Pronunciation</b> a–d
		9	<b>3 Speaking</b> a
		9	<b>5 Pronunciation</b> a, b
Information exchange	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	9	<b>3 Speaking</b> b
Grammatical accuracy	Shows only a limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	9	<b>4 Grammar</b> a–c
Overall spoken interaction	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	9	<b>6 Speaking</b>

## 1D Turn off your mobiles!

### Framework level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Vocabulary range	Has a basic repertoire of isolated words and phrases related to particular concrete situations.	10	<b>1 Vocabulary</b> a, c, d
		11	<b>4 Classroom language</b> a, c
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	10	<b>1 Vocabulary</b> b
		11	<b>2 Pronunciation</b> a–c
Overall spoken interaction	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	10	<b>1 Vocabulary</b> e
		11	<b>3 Grammar</b> e
		11	<b>4 Classroom language</b> d
Grammatical accuracy	Shows only a limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	11	<b>3 Grammar</b> a–d
Overall listening comprehension	Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	11 11	<b>4 Classroom language</b> b, c <b>5 Song</b>

## 1 Practical English On a plane

### Framework level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Vocabulary range	Has a basic repertoire of isolated words and phrases related to particular concrete situations.	12	<b>Vocabulary</b> a, b
		12	<b>Social English</b> c
Overall listening comprehension	Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	12	<b>Asking for a drink</b> a, b
		12	<b>Social English</b> a, b, c
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	12	<b>Asking for a drink</b> c
Transaction to obtain goods and services	Can ask people for things and give people things.	12	<b>Asking for a drink</b> d

## 1 Writing Completing a form

### Framework level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Notes, messages & forms	Can write numbers and dates, own name, nationality, address, age, date of birth on arrival in the country, etc, such as on a registration form.	13	<b>Completing a form</b> a, b
Overall written production	Can write simple isolated phrases and sentences.	13	<b>Completing a form</b> c
Creative writing	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.	13	<b>Completing a form</b> Write

## 2A Cappuccino and chips

### Framework level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Vocabulary range	Has a basic repertoire of isolated words and phrases related to particular concrete situations.	16	<b>1 Vocabulary</b> a, c
Overall listening comprehension	Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	16	<b>1 Vocabulary</b> a
Grammatical accuracy	Shows only a limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	16	<b>1 Vocabulary</b> b
		17	<b>2 Reading</b> c
		17	<b>3 Grammar</b> a, b
Reading for information and argument	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.	16, 17	<b>2 Reading</b> a, b, d
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	17	<b>4 Pronunciation</b> a-c

Creative writing	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.	17	5 Writing & Speaking	a
Overall oral production	Can produce simple mainly isolated phrases about people and places.	17	5 Writing & Speaking	b

## 2B When Natasha meets Darren ...

### Framework level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and re-reading as required.	18	1 Reading a, b
Overall listening comprehension	Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	18	2 Grammar a, b
		19	3 Listening a, b
		19	4 Speaking b
		19	6 Song
Grammatical accuracy	Shows only a limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	19	4 Speaking a
Overall spoken interaction	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	19	3 Listening c
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	19	4 Speaking b
			5 Pronunciation a, b
Information exchange	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	19	4 Speaking c, d

## 2C An artist and a musician

### Framework level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Reading for information and argument	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.	20	1 Reading a, b, d
Vocabulary range	Has a basic repertoire of isolated words and phrases related to particular concrete situations.	20	1 Reading c
		20	2 Vocabulary a, c
Overall spoken interaction	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	20	2 Vocabulary b, d, e
Grammatical accuracy	Shows only a limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	21	3 Grammar a
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	21	4 Pronunciation a, b, c

Overall listening comprehension	Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	21	5 Listening & Speaking	a–d
Overall spoken interaction	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	21	5 Listening & Speaking	e

## 2D Relatively famous

### Framework level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Grammatical accuracy	Shows only a limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	22	1 Grammar a, e
Overall spoken interaction	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	22 23 23	1 Grammar b, f 2 Vocabulary b Speaking
Overall listening comprehension	Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	22 23	1 Grammar c 4 Listening a, b
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	22 23	1 Grammar d 3 Pronunciation a, b
Vocabulary range	Has a basic repertoire of isolated words and phrases related to particular concrete situations.	23	2 Vocabulary a
Information exchange	Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	23	5 Speaking a, b

## 2 Practical English At a hotel

### Framework level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Vocabulary range	Has a basic repertoire of isolated words and phrases related to particular concrete situations.	24 24	Vocabulary a, b Social English c
Overall listening comprehension	Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	24 24	Checking in a, b Social English a–c
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	24	Checking in c
Transaction to obtain goods and services	Can ask people for things and give people things.  Can handle numbers, quantities, cost and time.	24 24	Checking in d Checking in d
Sociolinguistic appropriateness	Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thanks you, sorry, etc.	24	Checking in d

## 2 Writing An informal e-mail/letter

### Framework level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and re-reading as required.	25	<b>An informal e-mail/letter</b> a, b
Creative writing	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.	25	<b>An informal e-mail/letter</b> Write

## 3A Pretty woman

### Framework level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Reading for information and argument	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.	28	<b>1 Vocabulary</b> a
Vocabulary range	Has a basic repertoire of isolated words and phrases related to particular concrete situations.	28 29	<b>1 Vocabulary</b> a, b <b>5 Vocabulary &amp; Speaking</b> b, d
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	28 29	<b>2 Pronunciation</b> a–c <b>5 Vocabulary &amp; Speaking</b> e
Grammatical accuracy	Shows only a limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	29	<b>3 Grammar</b> a–c
Overall listening comprehension	Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	29 29	<b>4 Listening</b> <b>6 Song</b>
Orthographic control	Can copy familiar words and phrases e.g. simple signs or instructions, names of everyday objects, name of shops and set phrases used regularly.	29	<b>4 Listening</b>
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and re-reading as required.	29	<b>5 Vocabulary &amp; Speaking</b> a
Overall written production	Can write simple isolated phrases and sentences.	29	<b>5 Vocabulary &amp; Speaking</b> c
Overall oral production	Can produce simple mainly isolated phrases about people and places.	29	<b>5 Vocabulary &amp; Speaking</b> c, f

## 3B Wake up, get out of bed...

### Framework level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Grammatical accuracy	Shows only a limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	30	<b>1 Grammar</b> a, b
Overall spoken interaction	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	30	<b>1 Grammar</b> c

Overall listening comprehension	Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	30 31	<b>1 Grammar</b> <b>3 Reading &amp; Listening</b>	d e–h
Vocabulary range	Has a basic repertoire of isolated words and phrases related to particular concrete situations.	30	<b>Vocabulary</b>	a
Overall oral production	Can produce simple mainly isolated phrases about people and places.	30 31	<b>Vocabulary</b> <b>3 Reading &amp; Listening</b>	b i
Sustained monologue: Describing experience	Can describe him/herself, what he/she does and where he/she lives.	30	<b>Vocabulary</b>	c
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and re-reading as required.	30	<b>3 Reading &amp; Listening</b>	a–c
Overall spoken interaction	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	31 31	<b>3 Reading &amp; Listening</b> <b>5 Speaking</b>	d
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	31	<b>4 Pronunciation</b>	a, b

### 3C The island with a secret

#### Framework level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE	
Overall oral production	Can produce simple mainly isolated phrases about people and places.	32 32	<b>1 Grammar</b> <b>2 Reading</b>	a d
Grammatical accuracy	Shows only a limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	32	<b>1 Grammar</b>	b–d
Reading for information and argument	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.	32	<b>2 Reading</b>	a–c
Vocabulary range	Has a basic repertoire of isolated words and phrases related to particular concrete situations.	33	<b>3 Vocabulary</b>	a, b
Overall spoken interaction	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	33	<b>4 Speaking</b>	a, b
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	33	<b>5 Pronunciation</b>	a, b

### 3D On the last Wednesday in August

#### Framework level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Reading for information and argument	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.	34	1 Reading a
Overall spoken interaction	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	34 34 34 35	1 Reading b, c 3 Pronunciation d 4 Grammar c 6 Speaking
Vocabulary range	Has a basic repertoire of isolated words and phrases related to particular concrete situations.	34 35	2 Vocabulary a 5 Reading & Listening b
Overall oral production	Can produce simple mainly isolated phrases about people and places.	34	2 Vocabulary b
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	34	3 Pronunciation a-c
Grammatical accuracy	Shows only a limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	35	4 Grammar a, b
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and re-reading as required.	35	5 Reading & Listening a
Overall listening comprehension	Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	35	5 Reading & Listening c, d

### 3 Practical English In a coffee shop

#### Framework level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Vocabulary range	Has a basic repertoire of isolated words and phrases related to particular concrete situations.	36 36	Vocabulary a, b Social English c
Overall listening comprehension	Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	36 36	Buying a coffee a, b Social English a, b, c
Phonological control	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	36	Buying a coffee a, b
Transaction to obtain goods and services	Can ask people for things and give people things.  Can handle numbers, quantities, cost and time.	36 36	Buying a coffee d Buying a coffee d
Sociolinguistic appropriateness	Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thanks you, sorry, etc.	36	Buying a coffee d

### 3 Writing A magazine article

#### Framework level: A1

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall reading comprehension	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and re-reading as required.	37	A magazine article a
Coherence and cohesion	Can link words or groups of words with very basic linear connectors like 'and' or 'then'.	37	A magazine article b, c
Creative writing	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.	37	A magazine article Write

### 4A I can't dance

#### Framework level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Information exchange	Can communicate in simple and routine tasks requiring a simple and direct exchange of information.	40	1 Grammar a, c, e
Listening to audio media and recordings	Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.	40	1 Grammar b, c
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	40	1 Grammar d
		41	1 Grammar b, c, 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.	40	2 Pronunciation a-c
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs.	41	3 Vocabulary a
Overall spoken interaction	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time.	41	3 Vocabulary b, c
Overall listening comprehension	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	41	4 Grammar a



## 4B Shopping – men love it!

### Framework level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Information exchange	Can communicate in simple and routine tasks requiring a simple and direct exchange of information.	42	1 Listening a
Overall oral production	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc, as a short series of simple phrases and sentences linked in a list.	42	1 Listening b
Overall listening comprehension	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	42	1 Listening c, d
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	42	3 Grammar a-c
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	43	3 Reading 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.	43	4 Pronunciation a-d
Orthographic control	Can copy short sentences on everyday subjects.	43	4 Pronunciation b
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs.	43	5 Vocabulary and Speaking a
Overall spoken interaction	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time.	43	5 Vocabulary and Speaking b

## 4C Fatal Attraction?

### Framework level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	44	1 Grammar a
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	44	1 Grammar b-d
Conversation	Can say what he/she likes/dislikes.	44	2 Speaking a, b
Reading for information and argument	Can identify specific information in simpler written material he she encounters such as letters, brochures and short newspaper articles describing events.	45	3 Reading a, b, d

Identifying cues and inferring	Can use the idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.	45	<b>3 Reading</b>	c
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	45	<b>4 Pronunciation</b>	a–c

## 4D Are you still mine?

### Framework level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Information exchange	Can communicate in simple and routine tasks requiring a simple and direct exchange of information.	46	<b>1 Speaking</b> a, c
		47	<b>3 Pronunciation</b> d
Listening to audio media and recordings	Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.	46	<b>1 Speaking</b> b
		47	<b>4 Listening</b> a, b
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	47	<b>2 Grammar</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.	47	<b>3 Pronunciation</b> a–c
Conversation	Can say what he/she likes/dislikes.	47	<b>4 Listening</b> c

## 4 Practical English In a clothes shop

### Framework level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs.	48	<b>Vocabulary</b> a, b
Overall listening comprehension	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	48	<b>Buying clothes</b> a, b
		48	<b>Social English</b> a–c
Transaction to obtain goods and services	Can make simple purchases by stating what is wanted and asking the price.	48	<b>Buying clothes</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.	48	<b>Buying clothes</b> c
Sociolinguistic appropriateness	Can make and respond to invitations, suggestions, apologies, etc.	48	<b>Social English</b> c

## 4 Writing Describing a friend

### Framework level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Orthographic control	Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her vocabulary.	49	<b>Describing a friend</b> a
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	49	<b>Describing yourself</b> b, c
Creative writing	Can write a series of simple phrases about their family, living conditions, educational background, present or most recent job.	49	<b>Describing yourself</b> Write/Check

## 5A Who were they?

### Framework level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	52	<b>1 Listening</b> a–c
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	52	<b>2 Grammar</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.	52 53	<b>2 Pronunciation</b> b, c <b>5 Vocabulary</b> c
Information exchange	Can communicate in simple and routine tasks requiring a simple and direct exchange of information.	52 53	<b>3 Grammar</b> a–c <b>4 Reading</b> a
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	53	<b>4 Reading</b> b
Overall listening comprehension	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	53	<b>4 Reading</b> c
Vocabulary control	Can control a narrow repertoire dealing with everyday concrete needs.	53	<b>5 Vocabulary</b> a, b
Creative writing	Can write a series of simple phrases about their family, living conditions, educational background, present or most recent job.	53	<b>5 Vocabulary</b> d
Overall spoken interaction	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time.	53	<b>6 Speaking</b> a, b

## 5B Sydney, here we come!

### Framework level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Reading for information and argument	Can identify specific information in simpler written material he she encounters such as letters, brochures and short newspaper articles describing events.	54	1 Reading a, b, d
Listening to audio media and recordings	Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.	54	1 Reading 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.	55	2 Grammar 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.	55	2 Grammar d 3 Pronunciation a, b
Thematic development	Can tell a story or describe something in a simple list of points.	55	3 Pronunciation c
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs.	55	4 Vocabulary & Speaking a, b
Overall spoken interaction	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time.	55	4 Vocabulary & Speaking b

## 5C Girls night out

### Framework level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs.	56	1 Vocabulary a, b
		57	4 Listening a
Overall oral production	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	56	1 Reading a, b
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	56, 57	1 Reading c, d
Information exchange	Can communicate in simple and routine tasks requiring a simple and direct exchange of information.	57	1 Reading e
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	57	3 Grammar a-c
		57	5 Speaking & Pronunciation a
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	57	3 Grammar b
		57	5 Speaking & Pronunciation b

Overall listening comprehension	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	57	<b>4 Listening</b>	b, c
Planning	Can recall and rehearse an appropriate set of phrases from his/her repertoire.	57	<b>5 Speaking &amp; Pronunciation</b>	d
Overall spoken interaction	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time.	57	<b>5 Speaking &amp; Pronunciation</b>	d
Listening to audio media and recordings	Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.	57	<b>6 Song</b>	

## 5D Murder in a country house

### Framework level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	58, 59	<b>1 Reading</b> a, c
Information exchange	Can communicate in simple and routine tasks requiring a simple and direct exchange of information.	58 59	<b>1 Reading</b> b <b>3 Listening</b> d, e
Listening to audio media and recordings	Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.	59	<b>1 Reading</b> c <b>3 Listening</b> a–c, f
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	59 59	<b>1 Reading</b> d, e <b>5 Vocabulary</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.	59	<b>2 Pronunciation</b> a, b
Overall spoken interaction	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time.	59	<b>4 Speaking</b>

## 5 Practical English In a gift shop

### Framework level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs.	60	<b>Vocabulary</b> a, b
Overall listening comprehension	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	60 60	<b>Buying a present</b> a, b <b>Social English</b> a–c

Transaction to obtain goods and services	Can make simple purchases by stating what is wanted and asking the price.	60	<b>Buying a present</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.	60	<b>Buying a present</b>	c
Sociolinguistic appropriateness	Can handle very short exchanges using everyday polite forms of greeting and address.	60	<b>Social English</b>	c

## 5 Writing A holiday report

### Framework level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	61	<b>A holiday report</b> a
Planning	Can recall and rehearse an appropriate set of phrases from his/her repertoire.	61	<b>A holiday report</b> a
Creative writing	Can write a series of simple phrases about their family, living conditions, educational background, present or most recent job.	61	<b>A holiday report</b> Write/Check

## 6A A house with history

### Framework level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs.	64	<b>1 Vocabulary</b> a–c
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	64	<b>2 Listening</b> a
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.	64 65	<b>2 Listening</b> b–d <b>6 Listening</b>
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	65	<b>3 Grammar</b> a–c
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	65	<b>4 Pronunciation</b> a
General linguistic ability	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.	65	<b>4 Pronunciation</b> b

Information exchange	Can communicate in simple and routine tasks requiring a simple and direct exchange of information.	65	5 Speaking	a
Sustained monologue: Describing experience	Can use simple descriptive language to make brief statements about and compare objects and possessions.	65	5 Speaking	b

## 6B A night in a haunted hotel

### Framework level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs.	66	1 Vocabulary a–c
Reading for information and argument	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.	66, 67	2 Reading a, c, d
Listening to audio media and recordings	Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.	66 66	2 Reading c 3 Listening a, b
Informal discussion	Can agree and disagree with others.	66,67	2 Reading b, c
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	67	4 Grammar a, b
Information exchange	Can communicate in simple and routine tasks requiring a simple and direct exchange of information.	67	5 Speaking
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	67	6 Pronunciation a, b

## 6C Neighbours from hell

### Framework level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Reading for information and argument	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.	68	1 Vocabulary & Speaking a
Vocabulary control	Can control a narrow repertoire dealing with everyday concrete needs.	68	1 Vocabulary & Speaking a
Information exchange	Can communicate in simple and routine tasks requiring a simple and direct exchange of information.	68	1 Vocabulary & Speaking b
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	68, 69	3 Grammar a, c, e
Listening to audio media and recordings	Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.	68	3 Grammar 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.	68	<b>3 Grammar</b>	d
		69	<b>3 Pronunciation</b>	a, b
Information exchange	Can communicate in simple and routine tasks requiring a simple and direct exchange of information.	68	<b>3 Grammar</b>	f
Orthographic control	Can copy short sentences on everyday subjects.	68	<b>3 Grammar</b>	
		69	<b>3 Pronunciation</b>	c
Sustained monologue: Describing experience	Can describe people, places and possessions in simple terms.	69	<b>4 Speaking</b>	

## 6D When a man is tired of London...

### Framework level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Sustained monologue: Describing experience	Can explain why he/she likes/dislikes something.	70	<b>1 Grammar</b> a
		71	<b>2 Reading</b> c
Overall listening comprehension	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	70	<b>1 Grammar</b> b
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	70	<b>1 Grammar</b> c, d
Reading for information and argument	Can identify specific information in simpler written material he she encounters such as letters, brochures and short newspaper articles describing events.	71	<b>2 Reading</b> a
Vocabulary control	Can control a narrow repertoire dealing with everyday concrete needs.	71	<b>2 Reading</b> b
		71	<b>3 Vocabulary</b> a, b
Information exchange	Can communicate in simple and routine tasks requiring a simple and direct exchange of information.	71	<b>4 Speaking</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.	71	<b>5 Pronunciation</b> a-d
Listening to audio media and recordings	Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.	71	<b>6 Song</b>



## 6 Practical English In the street

### Framework level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs.	72	<b>Vocabulary</b> a, b
Listening to announcements and instructions	Can understand simple directions relating to how to get from X to Y, by foot or public transport.	72	<b>Asking for directions</b> a, b
		72	<b>Social English</b> a-c
Transaction 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.	72	<b>Asking for directions</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.	72	<b>Asking for directions</b> c
Sociolinguistic appropriateness	Can handle very short exchanges using everyday polite forms of greeting and address.	72	<b>Asking for directions</b> d

## 6 Writing A postcard

### Framework level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Reading correspondence	Can understand short, simple personal letters.	73	<b>A postcard</b> a, b
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	73	<b>A postcard</b> c
Correspondence	Can write very simple personal letters.	73	<b>A postcard</b> Write/Check

## 7A What does your food say about you?

### Framework level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs.	76	<b>1 Vocabulary</b> a-c
		77	<b>4 Speaking</b> a
		77	<b>5 Listening</b> a
Information exchange	Can communicate in simple and routine tasks requiring a simple and direct exchange of information.	76	<b>2 Grammar</b> a
		77	<b>4 Speaking</b> b
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	76, 77	<b>2 Grammar</b> b-f
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.	77	<b>3 Pronunciation</b> a, b
Listening to audio media and recordings	Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.	77	<b>5 Listening</b> b, c
Information exchange	Can give and follow simple directions and instructions.	77	<b>5 Listening</b> d

## 7B How much water do we really need?

### Framework level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
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.	78	<b>1 Pronunciation</b> a, b
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	78	<b>2 Speaking</b> a
		79	<b>4 Reading</b> b, c
Information exchange	Can communicate in simple and routine tasks requiring a simple and direct exchange of information.	78	<b>2 Speaking</b> b
		79	<b>3 Grammar</b> e
		79	<b>4 Reading</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.	78, 79	<b>3 Grammar</b> a–d
Vocabulary control	Can control a narrow repertoire dealing with everyday concrete needs.	79	<b>4 Reading</b> c
Informal discussion	Can agree and disagree with others.	79	<b>4 Reading</b> e

## 7C Changing holidays

### Framework level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Reading for information and argument	Can identify specific information in simpler written material he she encounters such as letters, brochures and short newspaper articles describing events.	80	<b>1 Reading</b>
Overall listening comprehension	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	80	<b>2 Grammar</b> a, e
		81	<b>4 Listening &amp; Reading</b> a, c, d
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	80	<b>2 Grammar</b> b–d
		80	<b>3 Pronunciation</b> 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.	80	<b>3 Pronunciation</b> a
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	81	<b>4 Listening &amp; Reading</b> b
Informal discussion	Can make and respond to suggestions.	81	<b>5 Speaking</b> a
Overall written production	Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'.	81	<b>5 Speaking</b> b
Information exchange	Can communicate in simple and routine tasks requiring a simple and direct exchange of information.	81	<b>5 Speaking</b> c

Listening to audio media and recordings	Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.	81	<b>6 Song</b>
---	--	----	---------------

## 7D It's written in the cards

### Framework level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Vocabulary control	Can control a narrow repertoire dealing with everyday concrete needs.	82	<b>1 Reading &amp; Listening</b> a
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	82, 83	<b>1 Reading &amp; Listening</b> b
Overall listening comprehension	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	82, 83	<b>1 Reading &amp; Listening</b> b
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	83	<b>2 Grammar</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.	83	<b>3 Pronunciation</b> a-c
Sustained monologue: Describing experience	Can describe events, real or imagined.  Can describe dreams, hopes and ambitions.	83 83	<b>4 Speaking</b> <b>4 Speaking</b>

## 7 Practical English At a restaurant

### Framework level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs.	84	<b>Vocabulary</b> a-c
Overall listening comprehension	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	84 84	<b>Ordering a meal</b> a, b <b>Social English</b> a-c
Transaction to obtain goods and services	Can order a meal.	84	<b>Ordering a meal</b> d
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	84 84	<b>Vocabulary</b> b <b>Ordering a meal</b> c
Sociolinguistic appropriateness	Can handle very short exchanges using everyday polite forms of greeting and address.	84	<b>Ordering a meal</b> d

## 7 Writing Instructions

### Framework level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Vocabulary control	Can control a narrow repertoire dealing with everyday concrete needs.	85	Instructions a
Reading instructions	Can understand simple instructions.	85	Instructions b
Thematic development	Can tell a story or describe something in a simple list of points.	85	Instructions Write

## 8A The True False Show

### Framework level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Vocabulary control	Can control a narrow repertoire dealing with everyday concrete needs.	88 89	1 Speaking & Listening a 4 Vocabulary
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	88	1 Speaking & Listening b
Listening to audio media and recordings	Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.	88 89	1 Speaking & Listening c 5 Listening b, c
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	89	2 Grammar 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.	89	3 Pronunciation a, b
Sustained monologue: Describing experience	Can use simple descriptive language to make brief statements about and compare objects and possessions.  Can describe people, places and possessions in simple terms.	89 89	3 Pronunciation c 5 Listening a, d

## 8B The highest city in the world

### Framework level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Sustained monologue: Describing experience	Can describe people, places and possessions in simple terms.	90	1 Reading a
Reading for information and argument	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.	90	1 Reading b, c
Identifying cues and inferring	Can use the idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.	90	1 Reading d, e

Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	91	<b>2 Grammar</b>	a, b
		91	<b>3 Pronunciation</b>	c
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	91	<b>3 Pronunciation</b>	a, b
Information exchange	Can communicate in simple and routine tasks requiring a simple and direct exchange of information.	91	<b>3 Pronunciation</b>	c
		91	<b>5 Speaking</b>	
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs.	91	<b>4 Vocabulary</b>	a, b
Listening to audio media and recordings	Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.	91	<b>6 Song</b>	

## 8C Would you like to drive a Ferrari?

### Framework level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Sustained monologue: Describing experience	Can describe people, places and possessions in simple terms.	92	<b>1 Reading &amp; Speaking</b> a
		93	<b>4 Listening</b> a
Reading for information and argument	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.	92	<b>1 Reading &amp; Speaking</b> b, c
Sustained monologue: Describing experience	Can use simple descriptive language to make brief statements about and compare objects and possessions.	92	<b>1 Reading &amp; Speaking</b> d
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	93	<b>2 Grammar</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.	93	<b>3 Pronunciation</b> a-c
Flexibility	Can expand learned phrases through simple re-combinations of their elements.	93	<b>3 Pronunciation</b> d
Listening to audio media and recordings	Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.	93	<b>4 Listening</b> b-d

## 8D They dress well but drive badly

### Framework level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Sustained monologue: Describing experience	Can describe people, places and possessions in simple terms.  Can explain what he/she likes/dislikes about something.	94	<b>1 Reading &amp; Speaking</b> a, b, d
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	94	<b>1 Reading &amp; Speaking</b> c
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	95	<b>2 Grammar</b> a-d
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	95	<b>3 Pronunciation</b> a-d
Informal discussion	Can agree and disagree with others.	95	<b>4 Speaking</b> a, b
Information exchange	Can communicate in simple and routine tasks requiring a simple and direct exchange of information.	95	<b>4 Speaking</b> c

## 8 Practical English Going home

### Framework level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Vocabulary range	Has a sufficient vocabulary for the expression of basic communicative needs.	96	<b>Vocabulary</b> a, c
Overall listening comprehension	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	96 96	<b>Checking out</b> a, b <b>Social English</b> a-c
Information exchange	Can communicate in simple and routine tasks requiring a simple and direct exchange of information.	96	<b>Checking out</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.	96	<b>Checking out</b> c
Sociolinguistic appropriateness	Can handle very short exchanges using everyday polite forms of greeting and address.	96	<b>Checking out</b> d

## 8 Writing Making a reservation

### Framework level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	97	<b>Making a reservation</b> a, b
Reading correspondence	Can understand basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation etc) on familiar topics.	97	<b>Making a reservation</b> b
Sustained monologue: Describing experience	Can explain what he/she likes/dislikes about something.	97	<b>Making a reservation</b> a
Correspondence	Can write very simple personal letters (expressing thanks and apology).	97	<b>Making a reservation</b> Write

## 9A Before we met

### Framework level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Information exchange	Can communicate in simple and routine tasks requiring a simple and direct exchange of information.	100	<b>1 Speaking &amp; Reading</b> a
		101	<b>3 Pronunciation</b> b
Overall reading comprehension	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	100	<b>1 Speaking &amp; Reading</b> b
Overall listening comprehension	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	100	<b>1 Speaking &amp; Reading</b> b
		101	<b>4 Listening</b> a, b
Identifying cues and inferring	Can use the idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.	100	<b>1 Speaking &amp; Reading</b> c
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	101	<b>2 Grammar</b> a-d
Phonological control	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	101	<b>3 Pronunciation</b> a
Overall spoken interaction	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time.	101	<b>5 Speaking</b>

## 9B I've read the book, I've seen the film

### Framework level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	102	<b>1 Speaking</b> a
		102	<b>2 Vocabulary</b> a, b
		103	<b>4 Grammar</b> a, b
		103	<b>5 Listening &amp; Speaking</b> f
Overall spoken interaction	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time.	102	<b>1 Speaking</b> b
		103	<b>5 Listening &amp; Speaking</b> g
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.	102	<b>3 Pronunciation</b> a, b
Reading for information and argument	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.	103	<b>5 Listening &amp; Speaking</b> b
Listening to audio media and recordings	Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.	103	<b>5 Listening &amp; Speaking</b> c, d