

Interchange Fifth Edition Level 3 covers competencies required at Level B1 of the Common European Framework (CEFR).

This table describes the general degree of skill required at Level B1.

Skill	B1 Competencies
Speaking	<p>I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions.</p> <p>I can briefly give reasons and explanations for opinions and plans.</p> <p>I can narrate a story or relate the plot of a book or film and describe my reactions.</p> <p>I can deal with most situations likely to arise whilst travelling in an area where the language is spoken.</p> <p>I can enter into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).</p>
Writing	<p>I can write simple connected text on topics which are familiar or of personal interest.</p> <p>I can write personal letters describing experiences and impressions.</p>
Listening	<p>I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.</p> <p>I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.</p>
Reading	<p>I can understand texts that consist mainly of high-frequency everyday or job-related language.</p> <p>I can understand the description of events, feelings and wishes in personal letters.</p>

The tables which follow show where specific competencies are covered in *Interchange Fifth Edition* Level 3.

KEY 1.1 = Student's Book Unit 1, Exercise 1 PC1–2.1 = Units 1–2 Progress Check, Exercise 1 W1.1 = Workbook Unit 1, Exercise 1

Speaking

Unit 1 to Units 7–8 Progress Check

The language user can:	Unit 1	Unit 2	Units 1–2 Progress Check	Unit 3	Unit 4	Units 3–4 Progress Check	Unit 5	Unit 6	Units 5–6 Progress Check	Unit 7	Unit 8	Units 7–8 Progress Check
give straightforward descriptions on a variety of familiar subjects within his/her field of interest. (DESCRIBING EXPERIENCE)	1.2 1.3 1.4 1.6 W1.1 W1.2 W1.3 W1.10	2.4 2.7 2.8 2.9 W2.1 W2.5 W2.6 W2.7	PC1–2.1 PC1–2.3 PC1–2.4	3.8 W3.6	4.9					7.2 7.3 7.4 7.6 W7.1 W7.2 W7.3 W7.5 W7.7	8.11 W8.1 W8.7 W8.8	PC7–8.1
reasonably fluently relate a straightforward narrative or description as a linear sequence of points. (DESCRIBING EXPERIENCE)					4.2 4.3 4.4 4.7 4.8 4.10 4.11 W4.1 W4.2 W4.3 W4.6 W4.8	PC3–4.3 PC3–4.5		6.2 6.3 6.6 6.7 6.8 6.12 W6.1	PC5–6.4			
give detailed accounts of experiences, describing feelings and reactions. (DESCRIBING EXPERIENCE)							5.2 5.12 W5.1					
describe dreams, hopes and ambitions. (DESCRIBING EXPERIENCE)												
describe events, real or imagined. (DESCRIBING EXPERIENCE)							5.3 5.4 5.5 W5.2 W5.6		PC5–6.1			
briefly give reasons and explanations for opinions, plans and actions. (PUTTING A CASE)											W8.4 W8.9	

Speaking (continued)

Unit 1 to Units 7–8 Progress Check (continued)

The language user can:	Unit 1	Unit 2	Units 1–2 Progress Check	Unit 3	Unit 4	Units 3–4 Progress Check	Unit 5	Unit 6	Units 5–6 Progress Check	Unit 7	Unit 8	Units 7–8 Progress Check
enter unprepared into conversations on familiar topics. (CONVERSATION)	1.1	2.1		3.1	4.1		5.1 5.6	6.1 6.2		7.1	8.1	
express and respond to feelings such as surprise, happiness, sadness, interest and indifference. (CONVERSATION)					4.7							
give or seek personal views and opinions in discussing topics of interest. (INFORMAL DISCUSSION)	1.2 1.3 1.6 1.8 1.9 1.10 1.11 W1.4 W1.6 W1.7 W1.8	2.2 2.3 2.5 2.11 W2.2 W2.3 W2.5 W2.7 W2.8	PC1–2.1 PC1–2.2 PC1–2.3				5.3 5.4 5.5		PC5–6.2	7.6 W7.6 W7.7	8.2 8.3 8.4 W8.2 W8.3 W8.4 W8.6 W8.9	PC7–8.4
make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e.g. an outing). (INFORMAL DISCUSSION)		2.12	PC1–2.4	3.2 3.3 3.4 3.7 W3.1 W3.2 W3.3 W3.5 W3.8 W3.9		PC3–4.1				7.7 7.8 7.9 7.10	8.6 8.7 8.8 8.9 8.10 8.11	PC7–8.2
express belief, opinion, agreement and disagreement politely. (INFORMAL DISCUSSION)												

Speaking (continued)

Unit 1 to Units 7–8 Progress Check (continued)

The language user can:	Unit 1	Unit 2	Units 1–2 Progress Check	Unit 3	Unit 4	Units 3–4 Progress Check	Unit 5	Unit 6	Units 5–6 Progress Check	Unit 7	Unit 8	Units 7–8 Progress Check
make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations. (GOAL-ORIENTED CO-OPERATION)												
invite others to give their views on how to proceed. (GOAL-ORIENTED CO-OPERATION)												
explain why something is a problem, discuss what to do next, compare and contrast alternatives. (GOAL-ORIENTED CO-OPERATION)								6.6 6.7 6.8 6.9 6.12 W6.1 W6.3 W6.4 W6.6 W6.7	PC5–6.4 PC5–6.5			
cope with less routine situations in shops, post offices, banks, e.g. returning an unsatisfactory purchase. (TRANSACTIONS TO OBTAIN GOODS AND SERVICES)								6.5				
find out and pass on detailed factual information. (INFORMATION EXCHANGE)				3.9 3.10 3.11 W3.7 W3.8		PC3–4.2	5.7 5.8 5.10 5.12 W5.4 W5.5 W5.6					

Speaking (continued)

Unit 9 to Units 15–16 Progress Check

The language user can:	Unit 9	Unit 10	Units 9–10 Progress Check	Unit 11	Unit 12	Units 11–12 Progress Check	Unit 13	Unit 14	Units 13–14 Progress Check	Unit 15	Unit 16	Units 15–16 Progress Check
give straightforward descriptions on a variety of familiar subjects within his/her field of interest. (DESCRIBING EXPERIENCE)	9.3 9.7 W9.1 W9.6		PC9–10.1	11.6	12.7 12.8 12.10 12.11 W12.3	PC11–12.1	13.10	14.7 14.8 14.9 14.10 W14.1 W14.2 W14.5 W14.6	PC13–14.4	15.7		PC15–16.4
reasonably fluently relate a straightforward narrative or description as a linear sequence of points. (DESCRIBING EXPERIENCE)				11.2 11.3 11.5 W11.1 W11.2				14.2 14.3 14.5 W14.3 W14.8	PC13–14.3			
give detailed accounts of experiences, describing feelings and reactions. (DESCRIBING EXPERIENCE)				11.7 11.8 11.9 11.10 W11.5 W11.6 W11.7		PC11–12.2					16.5	
describe dreams, hopes and ambitions. (DESCRIBING EXPERIENCE)											16.8 16.9 W16.2 W16.6 W16.7 W16.8	PC15–16.4

Speaking (continued)

Unit 9 to Units 15–16 Progress Check (continued)

The language user can:	Unit 9	Unit 10	Units 9–10 Progress Check	Unit 11	Unit 12	Units 11–12 Progress Check	Unit 13	Unit 14	Units 13–14 Progress Check	Unit 15	Unit 16	Units 15–16 Progress Check
describe events, real or imagined. (DESCRIBING EXPERIENCE)		10.2 10.3 10.4 10.5 10.6 10.8 W10.1 W10.2 W10.3 W10.5 W10.6 W10.7	PC9–10.3								16.2 16.3 16.4 W16.1 W16.6 W16.7 W16.8	
briefly give reasons and explanations for opinions, plans and actions. (PUTTING A CASE)					W12.5 W12.7					15.4 15.5 15.6 W15.3 W15.8		
enter unprepared into conversations on familiar topics. (CONVERSATION)	9.1 9.2	10.1		11.1	12.1		13.1	14.1		15.1	16.1	
express and respond to feelings such as surprise, happiness, sadness, interest and indifference. (CONVERSATION)												

Speaking (continued)

Unit 9 to Units 15–16 Progress Check (continued)

The language user can:	Unit 9	Unit 10	Units 9–10 Progress Check	Unit 11	Unit 12	Units 11–12 Progress Check	Unit 13	Unit 14	Units 13–14 Progress Check	Unit 15	Unit 16	Units 15–16 Progress Check
give or seek personal views and opinions in discussing topics of interest. (INFORMAL DISCUSSION)	9.6	10.9 10.10 10.12 W10.5 W10.6 W10.7	PC9–10.4		12.2 12.3 12.4 12.5 12.11 W12.1 W12.2 W12.5 W12.7 W12.8		13.2 13.3 13.4 13.5 13.6 13.7 W13.1 W13.3 W13.6 W13.7		PC13–14.1	15.2 15.3 15.4 15.5 15.6 15.7 15.8 15.9 15.10 W15.1 W15.2 W15.3 W15.4 W15.6 W15.7 W15.8 W15.9	16.6 16.7 16.8 W16.5	PC15–16.1 PC15–16.2 PC15–16.3
make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e.g. an outing). (INFORMAL DISCUSSION)						PC11–12.4	13.8 13.9 13.11 13.12 W13.5 W13.7		PC13–14.2			
express belief, opinion, agreement and disagreement politely. (INFORMAL DISCUSSION)										15.4 W15.4		
make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations. (GOAL-ORIENTED CO-OPERATION)	9.4 9.5 9.8 9.9 9.11 W9.2 W9.3 W9.5		PC9–10.2		12.6			14.11				

Speaking (continued)

Unit 9 to Units 15–16 Progress Check (continued)

The language user can:	Unit 9	Unit 10	Units 9–10 Progress Check	Unit 11	Unit 12	Units 11–12 Progress Check	Unit 13	Unit 14	Units 13–14 Progress Check	Unit 15	Unit 16	Units 15–16 Progress Check
invite others to give their views on how to proceed. (GOAL-ORIENTED CO-OPERATION)	9.4 9.5 9.8 9.9 9.11 W9.2		PC9–10.2									
explain why something is a problem, discuss what to do next, compare and contrast alternatives. (GOAL-ORIENTED CO-OPERATION)												
cope with less routine situations in shops, post offices, banks, e.g. returning an unsatisfactory purchase. (TRANSACTIONS TO OBTAIN GOODS AND SERVICES)												
find out and pass on detailed factual information. (INFORMATION EXCHANGE)	9.4 9.5 W9.2 W9.3											

Writing

Unit 1 to Units 7–8 Progress Check

The language user can:	Unit 1	Unit 2	Units 1–2 Progress Check	Unit 3	Unit 4	Units 3–4 Progress Check	Unit 5	Unit 6	Units 5–6 Progress Check	Unit 7	Unit 8	Units 7–8 Progress Check
write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest. (CREATIVE WRITING)	1.7 W1.9	2.6 W2.8					5.11 W5.7			W7.8		
write accounts of experiences, describing feelings and reactions in simple connected text. (CREATIVE WRITING)								W6.5			8.12	
write a description of an event, a recent trip – real or imagined. (CREATIVE WRITING)					4.6 W4.5							
write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important. (NOTES, MESSAGES AND FORMS)				3.6 W3.1				6.11 W6.6		7.11		

Writing (continued)

Unit 9 to Units 15–16 Progress Check

The language user can:	Unit 9	Unit 10	Units 9–10 Progress Check	Unit 11	Unit 12	Units 11–12 Progress Check	Unit 13	Unit 14	Units 13–14 Progress Check	Unit 15	Unit 16	Units 15–16 Progress Check
write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest. (CREATIVE WRITING)		W10.8		W11.3	12.12 W12.4			14.6 W14.7			W16.3 W16.8	
write accounts of experiences, describing feelings and reactions in simple connected text. (CREATIVE WRITING)							W13.2					
write a description of an event, a recent trip – real or imagined. (CREATIVE WRITING)		10.7					13.13					
write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important. (NOTES, MESSAGES AND FORMS)	9.12			11.12						15.12	16.12	

Listening

Unit 1 to Units 7–8 Progress Check

The language user can:	Unit 1	Unit 2	Units 1–2 Progress Check	Unit 3	Unit 4	Units 3–4 Progress Check	Unit 5	Unit 6	Units 5–6 Progress Check	Unit 7	Unit 8	Units 7–8 Progress Check
generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect. (UNDERSTANDING CONVERSATION)	1.2 1.5	2.2 2.7	PC1–2.2	3.2 3.5	4.9		5.7	6.4 6.6	PC5–6.3	7.7	8.8	
understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. (UNDERSTANDING AUDIO MEDIA AND RECORDINGS)	1.8	2.10		3.9	4.2 4.5	PC3–4.4	5.9	6.2 6.10		7.2 7.5	8.2 8.5 8.10	PC7–8.3

Unit 9 to Units 15–16 Progress Check

The language user can:	Unit 9	Unit 10	Units 9–10 Progress Check	Unit 11	Unit 12	Units 11–12 Progress Check	Unit 13	Unit 14	Units 13–14 Progress Check	Unit 15	Unit 16	Units 15–16 Progress Check
generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect. (UNDERSTANDING CONVERSATION)		10.2 10.11		11.2			13.2 13.5	14.2 14.4	PC13–14.1	15.8		PC15–16.2
understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. (UNDERSTANDING AUDIO MEDIA AND RECORDINGS)	9.2 9.10		PC9–10.3	11.4 11.11	12.2 12.9	PC11–12.3	13.8 13.11	14.9		15.2 15.5 15.11	16.2 16.5 16.10	

Reading

Unit 1 to Units 7–8 Progress Check

The language user can:	Unit 1	Unit 2	Units 1–2 Progress Check	Unit 3	Unit 4	Units 3–4 Progress Check	Unit 5	Unit 6	Units 5–6 Progress Check	Unit 7	Unit 8	Units 7–8 Progress Check
recognise significant points in straightforward newspaper articles on familiar subjects. (READING FOR INFORMATION AND ARGUMENT)	1.12 W1.5	2.13 W2.4		3.12 W3.4	4.12 W4.4 W4.7 W4.9		5.13 W5.3	6.13 W6.2		W7.4	8.13 W8.5	
identify the main conclusions in clearly signalled argumentative texts. (READING FOR INFORMATION AND ARGUMENT)										7.12		

Unit 9 to Units 15–16 Progress Check

The language user can:	Unit 9	Unit 10	Units 9–10 Progress Check	Unit 11	Unit 12	Units 11–12 Progress Check	Unit 13	Unit 14	Units 13–14 Progress Check	Unit 15	Unit 16	Units 15–16 Progress Check
recognise significant points in straightforward newspaper articles on familiar subjects. (READING FOR INFORMATION AND ARGUMENT)	9.13 W9.4	10.13 W10.4		11.13 W11.4	W12.6		13.14 W13.4	14.12 W14.4		W15.5	W16.4	
identify the main conclusions in clearly signalled argumentative texts. (READING FOR INFORMATION AND ARGUMENT)					12.13					15.13	16.13	