

Interchange Fifth Edition Level 2 covers competencies required at Levels A2 to B1 of the Common European Framework (CEFR).

This table describes the general degree of skill required at Levels A2 and B1.

Skill	A2 Competencies	B1 Competencies
Speaking	<p>I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.</p> <p>I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities.</p> <p>I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.</p>	<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 short, simple notes and messages relating to matters in areas of immediate need.</p> <p>I can write a very simple personal letter, for example thanking someone for something.</p>	<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 phrases and the highest frequency vocabulary related to areas of most immediate personal relevance, (e.g. very basic personal and family information, shopping, local area, employment).</p> <p>I can catch the main point in short, clear, simple messages and announcements.</p>	<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 read very short, simple texts.</p> <p>I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.</p>	<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 2.

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
describe everyday aspects of his/ her environment e.g. people, places, a job or study experience. (DESCRIBING EXPERIENCE A2)		2.1 W2.1 W2.3		3.1 3.4 W3.1		PC3–4.1						
describe plans and arrangements, habits and routines, past activities and personal experiences. (DESCRIBING EXPERIENCE A2)	1.6 1.7 1.8 1.9 W1.1 W1.5 W1.6 W1.8 W1.9				4.2 4.3 4.4 4.6 4.7 W4.1 W4.2 W4.5 W4.8	PC3–4.3	5.2 5.3 W5.1 W5.2 W5.3 W5.8 W5.9		PC5–6.2			
give straightforward descriptions on a variety of familiar subjects within his/her field of interest. (DESCRIBING EXPERIENCE B1)										7.2 7.3 7.4 W7.1 W7.2 W7.3 W7.4 W7.6 W7.9 W7.10 W7.11	8.2 8.4 8.6 W8.1 W8.2 W8.3 W8.5 W8.6 W8.8 W8.9	PC7–8.1 PC7–8.3
reasonably fluently relate a straightforward narrative or description as a linear sequence of points. (DESCRIBING EXPERIENCE B1)											8.8 8.9 8.10 8.11 8.12	PC7–8.5

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
describe dreams, hopes and ambitions. (DESCRIBING EXPERIENCE B1)				3.8 3.9 3.10 3.11 W3.5 W3.6 W3.7		PC3–4.2						
describe events, real or imagined. (DESCRIBING EXPERIENCE B1)												
briefly give reasons and explanations for opinions, plans and actions. (PUTTING A CASE B1)												
participate in short conversations in routine contexts on topics of interest. (CONVERSATION A2)	1.1 1.2 1.3 1.5 1.10 1.12 W1.2 W1.3 W1.7 W1.10	2.2 2.7 W2.8	PC1–2.1 PC1–2.2	3.7	4.1 W4.6		5.1	6.1				
enter unprepared into conversations on familiar topics. (CONVERSATION B1)								6.7		7.1 7.5	8.1 8.3	
express and respond to feelings such as surprise, happiness, sadness, interest and indifference. (CONVERSATION B1)					W4.7							

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
give or seek personal views and opinions in discussing topics of interest. (INFORMAL DISCUSSION B1)		2.3 2.5 W2.2 W2.3 W2.7	PC1–2.3	3.2 3.3 W3.1 W3.2 W3.3 W3.4 W3.7		PC3–4.1					W8.10	
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 B1)							5.5 5.6 5.7 5.8 5.11 W5.5 W5.6 W5.7 W5.8 W5.9		PC5–6.2			
express belief, opinion, agreement and disagreement politely. (INFORMAL DISCUSSION B1)		2.3 2.5	PC1–2.3	3.2 3.3 W3.1 W3.2 W3.3 W3.4 W3.7		PC3–4.1						

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
discuss what to do next, making and responding to suggestions, asking for and giving directions. (GOAL-ORIENTED CO-OPERATION A2)								6.2 6.3 6.4 6.5 6.7 6.8 6.9 6.10 W6.1 W6.2 W6.3 W6.4 W6.6 W6.7 W6.8 W6.9 W6.10	PC5–6.3 PC5–6.4			
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 B1)		2.12					5.5 5.11					
get all the information needed from a tourist office, as long as it is of a straightforward, nonspecialised nature. (TRANSACTIONS TO OBTAIN GOODS AND SERVICES A2)		2.8 2.9 2.10 2.11 W2.5 W2.6 W2.7	PC1–2.4									

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
ask and answer questions about pastimes and past activities. (INFORMATION EXCHANGE A2)	1.2 1.3 1.5 1.10 1.12 W1.2 W1.3 W1.7 W1.10		PC1–2.1 PC1–2.2		4.2 4.3 4.4 4.6 4.7 W4.1 W4.2 W4.5 W4.8	PC3–4.3						
give and follow simple directions and instructions, e.g. explain how to get somewhere. (INFORMATION EXCHANGE A2)										7.7 7.8 7.9 7.10 W7.7 W7.8		PC7–8.2
find out and pass on detailed factual information. (INFORMATION EXCHANGE B1)		2.8 2.9 2.10 2.11 W2.5 W2.6 W2.7	PC1–2.4		4.8 4.9 4.10 4.11 4.12 W4.4	PC3–4.4	5.5					

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
describe everyday aspects of his/her environment e.g. people, places, a job or study experience. (DESCRIBING EXPERIENCE A2)		W10.5 W10.9 W10.10										
describe plans and arrangements, habits and routines, past activities and personal experiences. (DESCRIBING EXPERIENCE A2)												
give straightforward descriptions on a variety of familiar subjects within his/her field of interest. (DESCRIBING EXPERIENCE B1)		10.8		11.2 11.3 11.4 11.5 11.7 11.8 11.9 11.11 W11.1 W11.2 W11.3 W11.5 W11.6 W11.7 W11.8 W11.10		PC11–12.1	13.8 13.9 13.10 W13.6 W13.7 W13.8	14.2	PC13–14.2		16.5	

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
reasonably fluently relate a straightforward narrative or description as a linear sequence of points. (DESCRIBING EXPERIENCE B1)	9.2 9.3 9.4 9.6 W9.1 W9.2 W9.3 W9.9		PC9–10.1		12.2 12.3 12.5 12.11 W12.1 W12.2 W12.3 W12.4 W12.6 W12.10	PC11–12.3 PC11–12.4 PC11–12.5	13.11				16.2 16.3 16.4 16.6 16.8 16.9 16.11 16.12 W16.1 W16.2 W16.3 W16.5 W16.6	PC15–16.4
describe dreams, hopes and ambitions. (DESCRIBING EXPERIENCE B1)												
describe events, real or imagined. (DESCRIBING EXPERIENCE B1)					12.2 12.3 12.5 12.11 W12.1 W12.2 W12.3 W12.4 W12.6 W12.10	PC11–12.4 PC11–12.5	13.11			15.2 15.3 15.5 15.6 15.7 15.8 15.9 15.11 W15.1 W15.2 W15.3 W15.5 W15.6 W15.7 W15.8 W15.9	16.2 16.3 16.4 16.6 16.8 16.9 16.10 16.11 16.12 W16.1 W16.2 W16.3 W16.5 W16.6	PC15–16.1 PC15–16.2 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
briefly give reasons and explanations for opinions, plans and actions. (PUTTING A CASE B1)	9.9 9.10 9.11 9.12 W9.5 W9.6 W9.7 W9.8 W9.9	10.10 W10.7 W10.8	PC9–10.2 PC9–10.4									
participate in short conversations in routine contexts on topics of interest. (CONVERSATION A2)												
enter unprepared into conversations on familiar topics. (CONVERSATION B1)	9.1 9.8	10.1 10.9		11.1	12.1 12.7 12.8 12.9 12.10 12.11 W12.6 W12.7 W12.9 W12.10	PC11–12.5	13.1	14.1		15.1	16.1	
express and respond to feelings such as surprise, happiness, sadness, interest and indifference. (CONVERSATION B1)		10.2 10.3 10.4 10.5 10.7 W10.1 W10.2 W10.3 W10.4			12.10 W12.8	PC11–12.5	13.2 13.3 13.4 13.6 13.7 W13.1 W13.2 W13.3 W13.4 W13.9	W14.2 W14.3 W14.9	PC13–14.1			

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 B1)	9.9 9.10 9.11 9.12 W9.5 W9.6 W9.7 W9.8 W9.9	10.2 10.3 10.4 10.5 10.7 10.10 W10.1 W10.2 W10.3 W10.4 W10.7 W10.8	PC9–10.2 PC9–10.4				13.2 13.3 13.4 13.6 13.7 W13.1 W13.2 W13.3 W13.4 W13.9	14.3 14.4 14.5 14.6 14.7 W14.1 W14.2 W14.4 W14.5 W14.9	PC13–14.1 PC13–14.4 PC13–14.5	15.2 15.3 15.5 15.6 15.7 15.8 15.9 15.11 W15.1 W15.2 W15.3 W15.5 W15.6 W15.7 W15.8 W15.9		PC15–16.1 PC15–16.2
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 B1)									PC13–14.2		16.6 16.8 16.9 16.12 W16.7 W16.8	
express belief, opinion, agreement and disagreement politely. (INFORMAL DISCUSSION B1)												
discuss what to do next, making and responding to suggestions, asking for and giving directions. (GOAL-ORIENTED CO-OPERATION A2)												
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 B1)												

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
get all the information needed from a tourist office, as long as it is of a straightforward, nonspecialised nature. (TRANSACTIONS TO OBTAIN GOODS AND SERVICES A2)												
ask and answer questions about pastimes and past activities. (INFORMATION EXCHANGE A2)												
give and follow simple directions and instructions, e.g. explain how to get somewhere. (INFORMATION EXCHANGE A2)												
find out and pass on detailed factual information. (INFORMATION EXCHANGE B1)				W11.9				14.8 14.9 14.10 W14.6 W14.7 W14.8	PC13–14.5			

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 about everyday aspects of his/her environment, e.g. people, places, a job or study experience in linked sentences. (CREATIVE WRITING A2)		W2.2 W2.3 W2.8		3.6 W3.4				W6.11				
write very short, basic descriptions of events, past activities and personal experiences. (CREATIVE WRITING A2)	1.8 1.11 W1.3 W1.8				W4.2		W5.1				W8.5	
write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest. (CREATIVE WRITING B1)					4.13 W4.4		W5.9				8.7 W8.7	
write accounts of experiences, describing feelings and reactions in simple connected text. (CREATIVE WRITING B1)												
write personal letters describing experiences, feelings and events in some detail. (CORRESPONDENCE B1)		2.6										
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 B1)							5.10 W5.6 W5.7 W5.9	6.11		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 about everyday aspects of his/her environment, e.g. people, places, a job or study experience in linked sentences. (CREATIVE WRITING A2)												
write very short, basic descriptions of events, past activities and personal experiences. (CREATIVE WRITING A2)												
write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest. (CREATIVE WRITING B1)	9.7			11.12			W13.4 W13.8			W15.1 W15.2 W15.4 W15.5 W15.6 W15.9	16.10	
write accounts of experiences, describing feelings and reactions in simple connected text. (CREATIVE WRITING B1)	W9.10				12.5 12.6 W12.2 W12.6		13.13					
write personal letters describing experiences, feelings and events in some detail. (CORRESPONDENCE B1)										15.12		
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 B1)		10.11 W10.7						14.12		W15.7	W16.5 W16.8	

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 B1)	1.2 1.4	2.8		3.2 3.8	4.2 4.5		5.2	6.2		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 B1)		2.2 2.4	PC1–2.1	3.5	4.11	PC3–4.2	5.6 5.9	6.6	PC5–6.1	7.6 7.9	8.3 8.5	PC7–8.4

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 B1)	9.2	10.2 10.8	PC9–10.3		12.7		13.2	14.3 14.11	PC13–14.3	15.2 15.4 15.10	16.7	PC15–16.3
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 B1)	9.5 9.8	10.6 10.9		11.2 11.6 11.8 11.10	12.2 12.4	PC11–12.2	13.5 13.8 13.12	14.8			16.2	

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
identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (READING FOR INFORMATION AND ARGUMENT A2)	1.13 W1.4	2.13 W2.4										
recognise significant points in straightforward newspaper articles on familiar subjects. (READING FOR INFORMATION AND ARGUMENT B1)				3.12 W3.8	4.14 W4.3		5.12 W5.4	6.12 W6.5		7.12 W7.5 W7.7	8.13 W8.4	

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
identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (READING FOR INFORMATION AND ARGUMENT A2)												
recognise significant points in straightforward newspaper articles on familiar subjects. (READING FOR INFORMATION AND ARGUMENT B1)	9.13 W9.4	10.12 W10.6		11.13 W11.4	12.12 W12.5		13.14 W13.5	14.13		15.13 W15.4	16.13 W16.4	