

Unit 1

Skill	The language user can	Exercise
Speaking	give straightforward descriptions on a variety of familiar subjects within his/her field of interest. (DESCRIBING EXPERIENCE)	2, 3, 4, 6 W1, W2, W3, W4, W10
	enter unprepared into conversations on familiar topics. (CONVERSATION)	1
	express and respond to feelings such as surprise, happiness, sadness, interest and indifference. (CONVERSATION)	10 W6, W7, W8
	give or seek personal views and opinions in discussing topics of interest. (INFORMAL DISCUSSION)	6, 8, 9, 10, 11 W6, W7, W8
Writing	write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest. (CREATIVE WRITING)	7 W9
Listening	generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect. (UNDERSTANDING CONVERSATION)	2, 5
Reading	recognise significant points in straightforward newspaper articles on familiar subjects. (READING FOR INFORMATION AND ARGUMENT)	12 W5

KEY 1 = Student's Book, Unit 1, Exercise 1 W1 = Workbook, Unit 1, Exercise 1

Unit 2

Skill	The language user can	Exercise
Speaking	give straightforward descriptions on a variety of familiar subjects within his/her field of interest. (DESCRIBING EXPERIENCE)	4, 7, 8, 9 W1, W5, W6, W7
	enter unprepared into conversations on familiar topics. (CONVERSATION)	1
	give or seek personal views and opinions in discussing topics of interest. (INFORMAL DISCUSSION)	2, 3, 5, 11 W2, W3, W5
	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)	12
Writing	write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest. (CREATIVE WRITING)	6 W8
Listening	generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect. (UNDERSTANDING CONVERSATION)	7
	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)	10
Reading	recognise significant points in straightforward newspaper articles on familiar subjects. (READING FOR INFORMATION AND ARGUMENT)	13 W4

KEY 1 = Student's Book, Unit 2, Exercise 1 W1 = Workbook, Unit 2, Exercise 1

Units 1-2 Progress Check

Skill	The language user can	Exercise
Speaking	give straightforward descriptions on a variety of familiar subjects within his/her field of interest. (DESCRIBING EXPERIENCE)	1, 3, 4
	express and respond to feelings such as surprise, happiness, sadness, interest and indifference. (CONVERSATION)	2
	give or seek personal views and opinions in discussing topics of interest. (INFORMAL DISCUSSION)	1, 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)	4
Listening	generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect. (UNDERSTANDING CONVERSATION)	2

KEY 1 = Student's Book, Units 1–2 Progress Check, Exercise 1

Unit 3

Skill	The language user can	Exercise
Speaking	give straightforward descriptions on a variety of familiar subjects within his/her field of interest. (DESCRIBING EXPERIENCE)	8 W6
	enter unprepared into conversations on familiar topics. (CONVERSATION)	1
	give or seek personal views and opinions in discussing topics of interest. (INFORMAL DISCUSSION)	9
	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, 3, 4, 7 W1, W2, W3, W5, W8, W9
	find out and pass on detailed factual information. (INFORMATION EXCHANGE)	10, 11
Writing	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)	6
Listening	generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect. (UNDERSTANDING CONVERSATION)	2, 5
Reading	recognise significant points in straightforward newspaper articles on familiar subjects. (READING FOR INFORMATION AND ARGUMENT)	12 W4

KEY 1 = Student's Book, Unit 3, Exercise 1 W1 = Workbook, Unit 3, Exercise 1

Unit 4

Skill	The language user can	Exercise
Speaking	give straightforward descriptions on a variety of familiar subjects within his/her field of interest. (DESCRIBING EXPERIENCE)	9
	reasonably fluently relate a straightforward narrative or description as a linear sequence of points. (DESCRIBING EXPERIENCE)	2, 3, 4, 7, 8, 10, 11 W1, W2, W3, W6, W8
	enter unprepared into conversations on familiar topics. (CONVERSATION)	1
Writing	write a description of an event, a recent trip – real or imagined. (CREATIVE WRITING)	6 W5
Listening	generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect. (UNDERSTANDING CONVERSATION)	9
	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)	5
Reading	recognise significant points in straightforward newspaper articles on familiar subjects. (READING FOR INFORMATION AND ARGUMENT)	12 W4, W7, W9

KEY 1 = Student's Book, Unit 4, Exercise 1 W1 = Workbook, Unit 4, Exercise 1

Units 3-4 Progress Check

Skill	The language user can	Exercise
Speaking	reasonably fluently relate a straightforward narrative or description as a linear sequence of points. (DESCRIBING EXPERIENCE)	3, 5
	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)	1
	find out and pass on detailed factual information. (INFORMATION EXCHANGE)	2
Listening	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)	4

KEY 1 = Student's Book, Units 3–4 Progress Check, Exercise 1

Unit 5

Skill	The language user can	Exercise
Speaking	give straightforward descriptions on a variety of familiar subjects within his/her field of interest. (DESCRIBING EXPERIENCE)	2, 3, 4
	give detailed accounts of experiences, describing feelings and reactions. (DESCRIBING EXPERIENCE)	12 W1
	enter unprepared into conversations on familiar topics. (CONVERSATION)	6
	express and respond to feelings such as surprise, happiness, sadness, interest and indifference. (CONVERSATION)	3, 4 W1, W2, W6
	give or seek personal views and opinions in discussing topics of interest. (INFORMAL DISCUSSION)	1, 5, 12 W2, W6
	find out and pass on detailed factual information. (INFORMATION EXCHANGE)	7, 8, 10 W4, W5, W6
Writing	write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest. (CREATIVE WRITING)	11 W7
Listening	generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect. (UNDERSTANDING CONVERSATION)	7
	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
Reading	recognise significant points in straightforward newspaper articles on familiar subjects. (READING FOR INFORMATION AND ARGUMENT)	13 W3

KEY 1 = Student's Book, Unit 5, Exercise 1 W1 = Workbook, Unit 5, Exercise 1

Unit 6

Skill	The language user can	Exercise
Speaking	reasonably fluently relate a straightforward narrative or description as a linear sequence of points. (DESCRIBING EXPERIENCE)	3, 6, 7, 8, 12 W1
	enter unprepared into conversations on familiar topics. (CONVERSATION)	1
	give or seek personal views and opinions in discussing topics of interest. (INFORMAL DISCUSSION)	2
	explain why something is a problem, discuss what to do next, compare and contrast alternatives. (GOAL-ORIENTED CO-OPERATION)	6, 7, 8, 9, 12 W1, W3, W4, W6, W7
	cope with less routine situations in shops, post offices, banks, e.g. returning an unsatisfactory purchase. (TRANSACTIONS TO OBTAIN GOODS AND SERVICES)	3, 5
Writing	write accounts of experiences, describing feelings and reactions in simple connected text. (CREATIVE WRITING)	W5
	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)	11
Listening	generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect. (UNDERSTANDING CONVERSATION)	4, 6
	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)	10
Reading	recognise significant points in straightforward newspaper articles on familiar subjects. (READING FOR INFORMATION AND ARGUMENT)	13 W2

KEY 1 = Student's Book, Unit 6, Exercise 1 W1 = Workbook, Unit 6, Exercise 1

Units 5-6 Progress Check

Skill	The language user can	Exercise
Speaking	reasonably fluently relate a straightforward narrative or description as a linear sequence of points. (DESCRIBING EXPERIENCE)	4
	express and respond to feelings such as surprise, happiness, sadness, interest and indifference. (CONVERSATION)	1
	give or seek personal views and opinions in discussing topics of interest. (INFORMAL DISCUSSION)	2
	explain why something is a problem, discuss what to do next, compare and contrast alternatives. (GOAL-ORIENTED CO-OPERATION)	4, 5
Listening	generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect. (UNDERSTANDING CONVERSATION)	3

KEY 1 = Student's Book, Units 5–6 Progress Check, Exercise 1

Unit 7

Skill	The language user can	Exercise
Speaking	give straightforward descriptions on a variety of familiar subjects within his/her field of interest. (DESCRIBING EXPERIENCE)	3, 4, 6 W1, W2, W3, W5, W7
	enter unprepared into conversations on familiar topics. (CONVERSATION)	1
	give or seek personal views and opinions in discussing topics of interest. (INFORMAL DISCUSSION)	2, 6 W1, W2, W3, W5, W7
	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)	7, 8, 9, 10 W6, W7
Writing	write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest. (CREATIVE WRITING)	W8
	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)	11
Listening	generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect. (UNDERSTANDING CONVERSATION)	7
	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)	5
Reading	recognise significant points in straightforward newspaper articles on familiar subjects. (READING FOR INFORMATION AND ARGUMENT)	W4
	identify the main conclusions in clearly signalled argumentative texts. (READING FOR INFORMATION AND ARGUMENT)	12

KEY 1 = Student's Book, Unit 7, Exercise 1 W1 = Workbook, Unit 7, Exercise 1

Unit 8

Skill	The language user can	Exercise
Speaking	give straightforward descriptions on a variety of familiar subjects within his/her field of interest. (DESCRIBING EXPERIENCE)	11 W1, W7, W8
	briefly give reasons and explanations for opinions, plans and actions. (PUTTING A CASE)	W4, W9
	enter unprepared into conversations on familiar topics. (CONVERSATION)	1
	give or seek personal views and opinions in discussing topics of interest. (INFORMAL DISCUSSION)	2, 3, 4 W2, W3, W4, W9
	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)	6, 7, 8, 9, 10, 11 W6, W9
Writing	write accounts of experiences, describing feelings and reactions in simple connected text. (CREATIVE WRITING)	12
Listening	generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect. (UNDERSTANDING CONVERSATION)	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)	5, 10
Reading	recognise significant points in straightforward newspaper articles on familiar subjects. (READING FOR INFORMATION AND ARGUMENT)	13 W5

KEY 1 = Student's Book, Unit 8, Exercise 1 W1 = Workbook, Unit 8, Exercise 1

Units 7-8 Progress Check

Skill	The language user can	Exercise
Speaking	give straightforward descriptions on a variety of familiar subjects within his/her field of interest. (DESCRIBING EXPERIENCE)	1
	give or seek personal views and opinions in discussing topics of interest. (INFORMAL DISCUSSION)	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
Listening	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)	3

KEY 1 = Student's Book, Units 7–8 Progress Check, Exercise 1

Unit 9

Skill	The language user can	Exercise
Speaking	give straightforward descriptions on a variety of familiar subjects within his/her field of interest. (DESCRIBING EXPERIENCE)	7 W1, W6
	enter unprepared into conversations on familiar topics. (CONVERSATION)	1, 2
	give or seek personal views and opinions in discussing topics of interest. (INFORMAL DISCUSSION)	6
	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)	3, 4, 5, 8, 9, 11 W2, W3, W5
	invite others to give their views on how to proceed. (GOAL-ORIENTED CO-OPERATION)	3, 4, 5, 8, 9, 11 W2
	find out and pass on detailed factual information. (INFORMATION EXCHANGE)	3, 4, 5 W2, W3
Writing	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)	12
Listening	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)	10
Reading	recognise significant points in straightforward newspaper articles on familiar subjects. (READING FOR INFORMATION AND ARGUMENT)	13 W4

KEY 1 = Student's Book, Unit 9, Exercise 1 W1 = Workbook, Unit 9, Exercise 1

Unit 10

Skill	The language user can	Exercise
Speaking	describe events, real or imagined. (DESCRIBING EXPERIENCE)	2, 3, 4, 5, 6, 8 W1, W2, W3, W5, W6, W7
	enter unprepared into conversations on familiar topics. (CONVERSATION)	1
	give or seek personal views and opinions in discussing topics of interest. (INFORMAL DISCUSSION)	9, 10, 12 W5, W6, W7
Writing	write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest. (CREATIVE WRITING)	W8
	write a description of an event, a recent trip – real or imagined. (CREATIVE WRITING)	12
Listening	generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect. (UNDERSTANDING CONVERSATION)	10
Reading	recognise significant points in straightforward newspaper articles on familiar subjects. (READING FOR INFORMATION AND ARGUMENT)	13 W4

KEY 1 = Student's Book, Unit 10, Exercise 1 W1 = Workbook, Unit 10, Exercise 1

Units 9-10 Progress Check

Skill	The language user can	Exercise
Speaking	give straightforward descriptions on a variety of familiar subjects within his/her field of interest. (DESCRIBING EXPERIENCE)	1
	describe events, real or imagined. (DESCRIBING EXPERIENCE)	3
	give or seek personal views and opinions in discussing topics of interest. (INFORMAL DISCUSSION)	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)	2
	invite others to give their views on how to proceed. (GOAL-ORIENTED CO-OPERATION)	2
Listening	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)	3

KEY 1 = Student's Book, Units 9–10 Progress Check, Exercise 1

Unit 11

Skill	The language user can	Exercise
Speaking	give straightforward descriptions on a variety of familiar subjects within his/her field of interest. (DESCRIBING EXPERIENCE)	6
	reasonably fluently relate a straightforward narrative or description as a linear sequence of points. (DESCRIBING EXPERIENCE)	2, 3, 5 W1, W2
	give detailed accounts of experiences, describing feelings and reactions. (DESCRIBING EXPERIENCE)	7, 8, 9, 10 W5, W6, W7
	enter unprepared into conversations on familiar topics. (CONVERSATION)	1
Writing	write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest. (CREATIVE WRITING)	W3
	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)	12
Listening	generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect. (UNDERSTANDING CONVERSATION)	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)	4, 11
Reading	recognise significant points in straightforward newspaper articles on familiar subjects. (READING FOR INFORMATION AND ARGUMENT)	13 W4

KEY 1 = Student's Book, Unit 11, Exercise 1 W1 = Workbook, Unit 11, Exercise 1

Unit 12

Skill	The language user can	Exercise
Speaking	give straightforward descriptions on a variety of familiar subjects within his/her field of interest. (DESCRIBING EXPERIENCE)	W3
	briefly give reasons and explanations for opinions, plans and actions. (PUTTING A CASE)	W5, W7
	enter unprepared into conversations on familiar topics. (CONVERSATION)	1
	give or seek personal views and opinions in discussing topics of interest. (INFORMAL DISCUSSION)	2, 3, 11 W1, W2, W5, W7, W8
	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)	4, 5, 7, 8
	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)	6, 10
Writing	write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest. (CREATIVE WRITING)	12 W4
Listening	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
Reading	recognise significant points in straightforward newspaper articles on familiar subjects. (READING FOR INFORMATION AND ARGUMENT)	W6
	identify the main conclusions in clearly signalled argumentative texts. (READING FOR INFORMATION AND ARGUMENT)	13

KEY 1 = Student's Book, Unit 12, Exercise 1 W1 = Workbook, Unit 12, Exercise 1

Units 11-12 Progress Check

Skill	The language user can	Exercise
Speaking	give straightforward descriptions on a variety of familiar subjects within his/her field of interest. (DESCRIBING EXPERIENCE)	1
	give detailed accounts of experiences, describing feelings and reactions. (DESCRIBING EXPERIENCE)	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)	4
Listening	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)	3

KEY 1 = Student's Book, Units 11–12 Progress Check, Exercise 1

Unit 13

Skill	The language user can	Exercise
Speaking	give straightforward descriptions on a variety of familiar subjects within his/her field of interest. (DESCRIBING EXPERIENCE)	10
	enter unprepared into conversations on familiar topics. (CONVERSATION)	1
	give or seek personal views and opinions in discussing topics of interest. (INFORMAL DISCUSSION)	2, 3, 4, 5, 6, 7 W1, W3, W6, W7
	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)	8, 9, 11, 12 W5, W7
Writing	write accounts of experiences, describing feelings and reactions in simple connected text. (CREATIVE WRITING)	W2
	write a description of an event, a recent trip – real or imagined. (CREATIVE WRITING)	13
Listening	generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect. (UNDERSTANDING CONVERSATION)	2, 5
	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)	11
Reading	recognise significant points in straightforward newspaper articles on familiar subjects. (READING FOR INFORMATION AND ARGUMENT)	14 W4

KEY 1 = Student's Book, Unit 13, Exercise 1 W1 = Workbook, Unit 13, Exercise 1

Unit 14

Skill	The language user can	Exercise
Speaking	give straightforward descriptions on a variety of familiar subjects within his/her field of interest. (DESCRIBING EXPERIENCE)	7, 8, 9, 10 W1, W2, W5, W6
	reasonably fluently relate a straightforward narrative or description as a linear sequence of points. (DESCRIBING EXPERIENCE)	2, 3, 5 W3, W8
	enter unprepared into conversations on familiar topics. (CONVERSATION)	1
	give or seek personal views and opinions in discussing topics of interest. (INFORMAL DISCUSSION)	8, 9
	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)	11
Writing	write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest. (CREATIVE WRITING)	6 W7
Listening	generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect. (UNDERSTANDING CONVERSATION)	2, 4
Reading	recognise significant points in straightforward newspaper articles on familiar subjects. (READING FOR INFORMATION AND ARGUMENT)	12 W4

KEY 1 = Student's Book, Unit 14, Exercise 1 W1 = Workbook, Unit 14, Exercise 1

Units 13-14 Progress Check

Skill	The language user can	Exercise
Speaking	give straightforward descriptions on a variety of familiar subjects within his/her field of interest. (DESCRIBING EXPERIENCE)	4
	reasonably fluently relate a straightforward narrative or description as a linear sequence of points. (DESCRIBING EXPERIENCE)	3
	give or seek personal views and opinions in discussing topics of interest. (INFORMAL DISCUSSION)	1
	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
Listening	generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect. (UNDERSTANDING CONVERSATION)	1

KEY 1 = Student's Book, Units 13–14 Progress Check, Exercise 1

Unit 15

Skill	The language user can	Exercise
Speaking	give straightforward descriptions on a variety of familiar subjects within his/her field of interest. (DESCRIBING EXPERIENCE)	7
	briefly give reasons and explanations for opinions, plans and actions. (PUTTING A CASE)	4, 5, 6 W3, W8
	enter unprepared into conversations on familiar topics. (CONVERSATION)	1
	give or seek personal views and opinions in discussing topics of interest. (INFORMAL DISCUSSION)	2, 3, 7, 8, 10, 11 W1, W2, W3, W6, W7, W9
	express belief, opinion, agreement and disagreement politely. (INFORMAL DISCUSSION)	4, 5, 6 W4, W8
Writing	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)	12
Listening	generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect. (UNDERSTANDING CONVERSATION)	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)	11
Reading	recognise significant points in straightforward newspaper articles on familiar subjects. (READING FOR INFORMATION AND ARGUMENT)	W5
	identify the main conclusions in clearly signalled argumentative texts. (READING FOR INFORMATION AND ARGUMENT)	13

KEY 1 = Student's Book, Unit 15, Exercise 1 W1 = Workbook, Unit 15, Exercise 1

Unit 16

Skill	The language user can	Exercise
Speaking	give straightforward descriptions on a variety of familiar subjects within his/her field of interest. (DESCRIBING EXPERIENCE)	7, 8 W5, W6
	describe dreams, hopes and ambitions. (DESCRIBING EXPERIENCE)	9, 10 W7
	describe events, real or imagined. (DESCRIBING EXPERIENCE)	W10
	enter unprepared into conversations on familiar topics. (CONVERSATION)	1
	give or seek personal views and opinions in discussing topics of interest. (INFORMAL DISCUSSION)	2, 3, 4, 5 W1, W2
Writing	write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest. (CREATIVE WRITING)	W3, W8
	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)	12
Listening	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)	6, 11
Reading	recognise significant points in straightforward newspaper articles on familiar subjects. (READING FOR INFORMATION AND ARGUMENT)	W4
	identify the main conclusions in clearly signalled argumentative texts. (READING FOR INFORMATION AND ARGUMENT)	13

KEY 1 = Student's Book, Unit 16, Exercise 1 W1 = Workbook, Unit 16, Exercise 1

Units 15-16 Progress Check

Skill	The language user can	Exercise
Speaking	give straightforward descriptions on a variety of familiar subjects within his/her field of interest. (DESCRIBING EXPERIENCE)	4
	describe dreams, hopes and ambitions. (DESCRIBING EXPERIENCE)	4
	give or seek personal views and opinions in discussing topics of interest. (INFORMAL DISCUSSION)	1, 2, 3
Listening	generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect. (UNDERSTANDING CONVERSATION)	2

KEY 1 = Student's Book, Units 15–16 Progress Check, Exercise 1