

CAMBRIDGE

EVOLVE

CEFR GUIDE

2

Experience
Better
Learning

EVOLVE LEVEL 2

Common European Framework of Reference for Languages (CEFR)

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Introduction to the Common European Framework of Reference (CEFR)

The overall aim of the Council of Europe's Common European Framework of Reference (CEFR) is to provide objective criteria for describing and assessing language proficiency in an internationally comparable manner. The Council of Europe's work on the definition of appropriate learning objectives for adult language learners dates back to the 1970s. The influential Threshold series (J. A. van Ek and J. L. M. Trim, Cambridge University Press, 1991) provides a detailed description in functional, notional, grammatical, and sociocultural terms of what a language user needs to be able to do in order to communicate effectively in the sort of situations commonly encountered in everyday life. Three levels of proficiency are identified, called Waystage,

Threshold, and Vantage (roughly corresponding to Beginning, Intermediate, and Upper Intermediate).

The Threshold series was followed in 2001 by the publication of the Common European Framework of Reference, which describes six levels of communicative ability in terms of competences or "can do" statements: A1 (Breakthrough), A2 (Waystage), B1 (Threshold), B2 (Vantage), C1 (Effective Operational Proficiency), and C2 (Mastery). In 2018 the Council of Europe released a CEFR Companion Volume. This document is intended as a complement to the CEFR and includes an update and extension to the CEFR illustrative descriptors.

Evolve and the Common European Framework of Reference

The chart below shows how *Evolve* correlates with the Council of Europe's levels and with some major international examinations.

	CEFR	Council of Europe	Cambridge Assessment English	IELTS	TOEFL iBT	TOEIC
EVOLVE 1	A1	Basic User				120+
EVOLVE 2	A2		A2 Key (Key English Test)			225+
EVOLVE 3	B1	Independent User	B1 Preliminary (Preliminary English Test)	4.0–5.0	57–86	550+
EVOLVE 4	B1+					
EVOLVE 5	B2		B2 First (First Certificate in English)	5.5–6.5	87–109	785+
EVOLVE 6	C1	Proficient User	C1 Advanced (Certificate in Advanced English)	7.0–8.0	110–120	490+ (Listening) 445+ (Reading)

Sources: <https://www.cambridgeenglish.org/exams-and-tests/cefr/>
<https://www.coe.int/en/web/common-european-framework-reference-languages>

CEFR level

Evolve Level 2 covers level A2 of the CEFR. This chart describes the general degree of skill achieved by learners at this level.

Skill	Learners will be able to:
Listening	<ul style="list-style-type: none"> understand enough to be able to meet needs of a concrete type, provided speech is clearly and slowly articulated.
Reading	<ul style="list-style-type: none"> understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
Reception Strategies	<ul style="list-style-type: none"> initiate, maintain and close simple conversations, guessing some unknown words from the context (in simple, short texts and utterances) and asking for clarification or repetition; indicate when they are following.
Speaking	<ul style="list-style-type: none"> 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.
Writing	<ul style="list-style-type: none"> write a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because".
Communicative Language Competence	<ul style="list-style-type: none"> interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. They can manage simple, routine exchanges without undue effort. They can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. 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. They can handle very short social exchanges but are rarely able to understand enough to keep conversation going of his/her own accord. play a supportive role in interaction, provided that other participants speak slowly and that one or more of them helps him/her to contribute and to express his/her suggestions. They can convey relevant information contained in clearly structured, short, simple, informational texts, provided that the texts concern concrete, familiar subjects and are formulated in simple everyday language. use simple words to ask someone to explain something. They can recognize when difficulties occur and indicate in simple language the apparent nature of a problem. They can convey the main point(s) involved in short, simple conversations or texts on everyday subjects of immediate interest, provided these are expressed clearly in simple language.

CEFR goals realized in this level of *Evolve*

LISTENING

At A2, learners are expected to be able to understand speech that is

- clearly and slowly articulated.
- concerns predictable everyday matters.

UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS

Can generally identify the topic of discussion around him/her that is conducted slowly and clearly.

Can recognize when speakers agree and disagree in a conversation conducted slowly and clearly.

Can follow in outline short, simple social exchanges, conducted very slowly and clearly.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.2 p.4	2.3 p.16	3.2 p.24	4.3 p.38	5.2 p.46	6.3 p.58	7.2 p.68	8.3 p.80	9.2 p.88	10.2 p.100	11.2 p.110	12.1 p.118
1.3 p.6	2.3 p.17	3.3 p.26	4.3 p.39	5.3 p.48	6.3 p.59	7.3 p.70	8.3 p.81	9.3 p.90	10.3 p.102	11.3 p.112	12.3 p.122
1.3 p.7	2.4 p.18	3.3 p.27		5.3 p.49		7.3 p.71		9.3 p.91	10.3 p.103	11.3 p.113	12.3 p.123
		3.4 p.28									

LISTENING AS A MEMBER OF A LIVE AUDIENCE

Can follow the general outline of a demonstration or presentation on a familiar or predictable topic, where the message is expressed slowly and clearly in simple language and there is visual support (e.g. slides, handouts).

Can follow a very simple, well-structured presentation or demonstration, provided that it is illustrated with slides, concrete examples or diagrams, it is delivered slowly and clearly with repetition and the topic is familiar.

Can understand the outline of simple information given in a predictable situation, such as on a guided tour, e.g. "This is where the President lives."

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
	2.2 p.14	3.5 p.30	4.5 p.42	5.5 p.52	6.4 p.60	7.5 p.74	8.2 p.78	9.5 p.94	10.5 p.106	11.5 p.116	12.5 p.126
	2.5 p.20				6.5 p.62		8.5 p.84				

LISTENING TO ANNOUNCEMENTS & INSTRUCTIONS

Can understand and follow a series of instructions for familiar, everyday activities such as sports, cooking, etc., provided they are delivered slowly and clearly.

Can understand straightforward announcements (e.g. a telephone recording or radio announcement of a movie schedule or sports event, an announcement that a train has been delayed, or messages announced by loudspeaker in a supermarket), provided the delivery is slow and clear.

Can catch the main point in short, clear, simple messages and announcements.

Can understand simple directions relating to how to get from X to Y, by foot or public transport.

Can understand basic instructions on times, dates and numbers, etc., and on routine tasks and assignments to be carried out.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
			4.3 p.38								12.3 p.122
											12.3 p.123

LISTENING TO AUDIO MEDIA & RECORDINGS

Can understand the most important information contained in short radio commercials concerning goods and services of interest (e.g. CDs, video games, travel, etc.).

Can understand in a radio interview what people say they do in their free time, what they particularly like doing and what they do not like doing, provided that they speak slowly and clearly.

Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.

Can extract important information from short radio broadcasts, such as the weather forecast, concert announcements, or sports results, provided that people talk clearly.

Can understand the important points of a story and manage to follow the plot, provided the story is told slowly and clearly.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.4 p.8	2.2 p.14	3.2 p.24	4.2 p.36	5.2 p.46	6.1 p.54	7.2 p.68	8.2 p.78				12.1 p.118
	2.4 p.18	3.4 p.28	4.3 p.38	5.2 p.47			8.4 p.82				12.4 p.124
			4.4 p.40								

READING

At A2, learners can understand short, simple texts on familiar topics which use high frequency vocabulary.

READING CORRESPONDENCE

Can understand a simple, personal letter, email, or post in which the person writing is talking about familiar subjects (such as friends or family) or asking questions on these subjects.

Can understand basic types of standard, routine letters and faxes (enquiries, orders, letters of confirmation, etc.) on familiar topics.

Can understand short, simple personal letters.

Can understand very simple formal emails and letters (e.g. confirmation of a booking or on-line purchase).

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.4 p.8	2.4 p.19	3.4 p.29	4.1 p.34	5.4 p.50	6.2 p.56	7.1 p.66		9.1 p.86	10.4 p.105	11.4 p.114	
1.4 p.9			4.3 p.38	5.4 p.51		7.4 p.73		9.4 p.93		11.4 p.115	

READING FOR ORIENTATION

Can find specific information in practical, concrete, predictable texts (e.g. travel guidebooks, recipes), provided they are written in simple language.

Can understand the main information in short and simple descriptions of goods in brochures and websites (e.g. portable digital devices, cameras, etc.).

Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists, and timetables.

Can locate specific information in lists and isolate the information required (e.g. use the "Yellow Pages" to find a service or tradesman).

Can understand everyday signs and notices, etc. in public places, such as streets, restaurants, railway stations, in workplaces, such as directions, instructions, hazard warnings.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
	2.1 p.12		4.4 p.41		6.4 p.61	7.1 p.66	8.1 p.76	9.4 p.92		11.4 p.114	12.2 p.120
	2.4 p.19						8.4 p.83				

READING FOR INFORMATION & ARGUMENT

Can identify specific information in simpler written material he/she encounters such as letters, brochures, and short newspaper articles describing events.

Can follow the general outline of a news report on a familiar type of event, provided that the contents are familiar and predictable.

Can pick out the main information in short newspaper reports or simple articles in which figures, names, illustrations, and titles play a prominent role and support the meaning of the text.

Can understand the main points of short texts dealing with everyday topics (e.g. lifestyle, hobbies, sports, weather).

Can understand texts describing people, places, everyday life, and culture, etc., provided that they are written in simple language.

Can understand information given in illustrated brochures and maps, e.g. the principal attractions of a city or area.

Can understand the main points in short news items on subjects of personal interest (e.g. sport, celebrities).

Can understand a short factual description or report within his/her own field, provided that it is written in simple language and does not contain unpredictable detail.

Can understand most of what people say about themselves in a personal ad or post and what they say they like in other people.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.1 p.2	2.1 p.12	3.1 p.22	4.1 p.34	5.1 p.44	6.2 p.56	7.1 p.66	8.1 p.76	9.1 p.86	10.1 p.98	11.1 p.108	12.2 p.120
1.4 p.8	2.4 p.19		4.4 p.41	5.4 p.50	6.4 p.61	7.4 p.72	8.4 p.83	9.4 p.92	10.4 p.104	11.4 p.114	
1.4 p.9				5.4 p.51		7.4 p.73		9.4 p.93		11.4 p.115	

READING INSTRUCTIONS

Can understand regulations, for example safety, when expressed in simple language.

Can understand short written instructions illustrated step by step (e.g. for installing new technology).

Can understand simple instructions on equipment encountered in everyday life – such as a public telephone.

Can understand simple, brief instructions, provided that they are illustrated and not written in continuous text.

Can understand instructions on medicine labels expressed as a simple command e.g. “Take before meals” or “Do not take if driving”.

Can follow a simple recipe, especially if there are pictures to illustrate the most important steps.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
											12.4 p.125

READING AS A LEISURE ACTIVITY

Can understand enough to read short, simple stories and comic strips involving familiar, concrete situations written in high frequency everyday language.

Can understand the main points made in short magazine reports or guide entries that deal with concrete everyday topics (e.g. hobbies, sports, leisure activities, animals).

Can understand short narratives and descriptions of someone’s life that are written in simple words.

Can understand what is happening in a photo story (e.g. in a lifestyle magazine) and form an impression of what the characters are like.

Can understand much of the information provided in a short description of a person (e.g. a celebrity).

Can understand the main point of a short article reporting an event that follows a predictable pattern (e.g. the Oscars), provided it is clearly written in simple language.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.1 p.2	2.1 p.12		4.1 p.34	5.1 p.44	6.2 p.56	7.1 p.66	8.1 p.76	9.4 p.92	10.1 p.98	11.1 p.109	12.2 p.120
	2.4 p.19			5.4 p.50	6.4 p.61	7.4 p.72	8.4 p.83		10.4 p.104		
				5.4 p.51		7.4 p.73					

RECEPTION STRATEGIES

IDENTIFYING CUES AND INFERRING

Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.

Can exploit his/her recognition of known words to deduce the meaning of unfamiliar words in short expressions used in routine everyday contexts.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.2 p.4	2.2 p.14	3.2 p.24	4.2 p.36	5.2 p.46	6.2 p.56	7.2 p.68	8.2 p.78	9.2 p.88	10. 2 p.100	11.2 p.110	12. 2 p.120

TAKING THE FLOOR (TURNTAKING), COOPERATING, ASKING FOR CLARIFICATION, COMPENSATING, MONITORING & REPAIR

Can use simple techniques to start, maintain, or end a short conversation.

Can initiate, maintain and close simple, face-to-face conversation.

Can ask for attention.

Can indicate when he/she is following.

Can ask very simply for repetition when he/she does not understand.

Can ask for clarification about key words or phrases not understood using stock phrases.

Can say he/she didn't follow.

Can signal non-understanding and ask for a word to be spelt out.

Can use an inadequate word from his/her repertoire and use gesture to clarify what he/she wants to say.

Can identify what he/she means by pointing to it (e.g. "I'd like this, please").

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.2 p.5	2.3 p.17	3.1 p.23	4.3 p.39	5.3 p.48	6.3 p.59	7.3 p.71	8.3 p.81	9.3 p.91		11.3 p.112	12.3 p.122
1.3 p.6		3.3 p.27		5.3 p.49						11.3 p.113	12.3 p.123
1.3 p.7											

SPEAKING

OVERALL SPOKEN INTERACTION

At A2, learners can manage simple, routine exchanges fairly easily, but would struggle with an extended conversation and often need help with understanding. They can

- ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.
- handle very short social exchanges and simple transactions.
- Mostly understand speech in a standard accent directed at them which is delivered slowly and clearly, provided they can ask for repetition or reformulation from time to time.

CONVERSATION

Can establish social contact: greetings and farewells; introductions; giving thanks.

Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time.

Can participate in short conversations in routine contexts on topics of interest.

Can express how he/she feels in simple terms, and express thanks.

Can ask for a favor (e.g. to lend something), can offer a favor and can respond if someone asks him/her to do a favor for them.

Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord, though he/she can be made to understand if the speaker will take the trouble.

Can use simple everyday polite forms of greeting and address.

Can chat in simple language with peers, colleagues, or members of a host family, asking questions and understanding the answers relating to most routine matters.

Can make and respond to invitations, suggestions and apologies.

Can express how he/she is feeling, using very basic stock expressions.

Can say what he/she likes and dislikes.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.0 p.1	2.0 p.11	3.1 p.22	4.1 p.34	5.1 p.45	6.1 p.55	7.1 p.67	8.1 p.76	9.1 p.87	10.2 p.101	11.1 p.108	12.1 p.119
1.1 p.3	2.1 p.13	3.1 p.23	4.1 p.35	5.2 p.47	6.2 p.56	7.2 p.68	8.1 p.77	9.2 p.88	10.3 p.102	11.1 p.109	12.2 p.120
1.2 p.4	2.2 p.15	3.2 p.25	4.2 p.37	5.3 p.49	6.2 p.57	7.2 p.69	8.2 p.79	9.2 p.89	10.3 p.103	11.2 p.110	12.2 p.121
1.2 p.5	2.3 p.17	3.3 p.27	4.3 p.39	5.5 p.52	6.3 p.59	7.4 p.72	8.3 p.81	9.3 p.91	10.5 p.106	11.2 p.111	12.5 p.126
1.3 p.6	2.5 p.20	3.5 p.30	4.5 p.42		6.5 p.62	7.5 p.74	8.5 p.84	9.5 p.94		11.3 p.113	
1.3 p.7										11.5 p.116	
1.4 p.8											
1.5 p.10											

INFORMAL DISCUSSION (WITH FRIENDS)

Can generally identify the topic of discussion around him/her which is conducted slowly and clearly.

Can exchange opinions and compare things and people using simple language.

Can discuss what to do in the evening, at the weekend.

Can make and respond to suggestions.

Can agree and disagree with others.

Can discuss everyday practical issues in a simple way when addressed clearly, slowly, and directly.

Can discuss what to do, where to go, and make arrangements to meet.

Can express opinions in a limited way.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.0 p.1	2.1 p.13	3.2 p.24	4.0 p.33	5.1 p.45	6.1 p.55	7.1 p.67	8.1 p.77	9.1 p.87	10.2 p.101	11.1 p.108	12.1 p.119
1.2 p.4	2.2 p.15	3.2 p.25	4.1 p.35	5.2 p.47	6.2 p.56	7.2 p.68	8.2 p.79	9.2 p.88	10.3 p.103	11.1 p.109	12.2 p.121
1.2 p.5	2.3 p.17	3.5 p.30	4.2 p.37	5.3 p.49	6.2 p.57	7.4 p.72	8.5 p.84	9.2 p.89	10.5 p.106	11.2 p.110	12.5 p.126
1.4 p.8	2.5 p.20		4.3 p.39	5.5 p.52	6.5 p.62	7.5 p.74		9.3 p.91		11.2 p.111	
			4.5 p.42					9.5 p.94		11.4 p.115	
										11.5 p.116	

GOAL-ORIENTED COOPERATION (E.G. ASSEMBLING A FURNITURE KIT, DISCUSSING A DOCUMENT, ORGANIZING AN EVENT)

Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand.

Can discuss what to do next, making and responding to suggestions, asking for and giving directions.

Can indicate when he/she is following, and can be made to understand what is necessary, if the speaker takes the trouble.

Can communicate in simple and routine tasks using simple phrases to ask for and provide things, to get simple information and to discuss what to do next.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
	2.3 p.17	3.3 p.26	4.1 p.35	5.2 p.47	6.1 p.55	7.3 p.71	8.3 p.80		10.3 p.102	11.3 p.112	12.3 p.122
		3.3 p.27	4.2 p.37	5.5 p.52	6.2 p.57	7.5 p.74	8.3 p.81		10.3 p.103	11.3 p.113	12.3 p.123
		3.5 p.30	4.3 p.39		6.3 p.59		8.5 p.84				
					6.4 p.61						

OBTAINING GOODS & SERVICES

Can deal with common aspects of everyday living, such as travel, lodgings, eating, and shopping.

Can interact in predictable everyday situations (e.g. a post office, a station, a shop), using a wide range of simple words and expressions.

Can get all the information needed from a tourist office, as long as it is of a straightforward, non-specialized nature.

Can ask for and provide everyday goods and services.

Can get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets.

Can ask about things and make simple transactions in shops, post offices, or banks.

Can give and receive information about quantities, numbers, prices, etc.

Can make simple purchases by stating what is wanted and asking the price.

Can order a meal.

Can say when something is wrong, e.g. "The food is cold" or "There is no light in my room".

Can ask (face-to-face) for a medical appointment and understand the reply.

Can indicate the nature of a problem to a health professional, perhaps using gestures and body language.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
	2.3 p.16	3.3 p.26			6.1 p.55	7.3 p.70	8.3 p.80		10.3 p.102	11.3 p.112	12.3 p.122
	2.3 p.17				6.3 p.58	7.3 p.71	8.3 p.81		10.3 p.103	11.3 p.113	12.3 p.123
					6.3 p.59	7.5 p.74					12.5 p.126

INFORMATION EXCHANGE

Can understand enough to manage simple, routine exchanges without undue effort.
 Can deal with practical everyday demands: finding out and passing on straightforward factual information.
 Can ask and answer questions about habits and routines.
 Can ask and answer questions about pastimes and past activities.
 Can ask and answer questions about plans and intentions.
 Can give and follow simple directions and instructions, e.g. explain how to get somewhere.
 Can communicate in simple and routine tasks requiring a simple and direct exchange of information.
 Can exchange limited information on familiar and routine operational matters.
 Can ask and answer questions about what they do at work and in free time.
 Can ask for and give directions referring to a map or plan.
 Can ask for and provide personal information.
 Can ask and answer simple questions about an event, e.g. ask where and when it took place, who was there, and what it was like.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.1 p.3	2.1 p.13	3.1 p.23	4.1 p.35	5.1 p.45	6.1 p.55	7.1 p.67	8.1 p.76		10.2 p.101	11.1 p.109	12.3 p.122
1.2 p.4	2.2 p.15	3.2 p.25	4.2 p.37	5.2 p.47	6.2 p.57	7.3 p.71	8.2 p.79		10.3 p.103	11.2 p.110	12.3 p.123
1.2 p.5	2.3 p.17	3.3 p.27	4.3 p.39	5.5 p.52	6.3 p.59	7.5 p.74	8.3 p.81			11.2 p.111	
1.3 p.7	2.4 p.18						8.5 p.84				
1.5 p.10	2.5 p.20										

INTERVIEWING AND BEING INTERVIEWED

Can make him/herself understood in an interview, and communicate ideas and information on familiar topics, provided he/she can ask for clarification occasionally, and is given some help to express what he/she wants to.
 Can describe to a doctor very basic symptoms and ailments such as cold and flu.
 Can answer simple questions and respond to simple statements in an interview.
 Can indicate in simple language the nature of a problem to a health professional, perhaps using gestures and body language.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
	2.3 p.17			5.5 p.52	6.2 p.57		8.1 p.76		10.3 p.102	11.1 p.109	
							8.2 p.79		10.3 p.103	11.1 p.110	
										11.2 p.111	

USING TELECOMMUNICATIONS

Can use telecommunications with his/her friends to exchange simple news, make plans, and arrange to meet.
 Can, given repetition and clarifications, participate in a short, simple phone conversation with a known person on a predictable topic, e.g. arrival times, arrangements to meet.
 Can understand a simple phone message (e.g. "My flight is late. I will arrive at ten o'clock."), confirm details of the message and pass it on by phone to other people concerned.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
	2.3 p.17	3.1 p.23	4.3 p.38								

OVERALL SPOKEN PRODUCTION

At A2, learners can give simple descriptions or presentations about everyday things as a short series of simple phrases and sentences linked into a list.

SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE

Can tell a story or describe something in a simple list of points.

Can describe everyday aspects of his/her environment, e.g. people, places, a job, or study experience.

Can give short, basic descriptions of events and activities.

Can describe plans and arrangements, habits and routines, past activities and personal experiences.

Can use simple descriptive language to make brief statements about and compare objects and possessions.

Can explain what he/she likes or dislikes about something.

Can describe his/her family, living conditions, educational background, present or most recent job.

Can describe people, places, and possessions in simple terms.

Can say what he/she is good at and not so good at (e.g. sports, games, skills, subjects).

Can briefly talk about what he/she plans to do at the weekend or during the holidays.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.1 p.2	2.1 p.13	3.0 p.21	4.0 p.33	5.0 p.43	6.0 p.53	7.0 p.65	8.0 p.75	9.0 p.85	10.0 p.97	11.0 p.107	12.0 p.117
1.5 p.10	2.2 p.14	3.2 p.24	4.5 p.42	5.1 p.45	6.1 p.55	7.1 p.67	8.1 p.77	9.2 p.88	10.3 p.103	11.4 p.114	12.1 p.118
	2.2 p.15				6.2 p.56	7.2 p.69	8.2 p.79	9.2 p.89			12.1 p.119
	2.5 p.20				6.2 p.57	7.5 p.74	8.5 p.84				12.2 p.120
											12.2 p.121

SUSTAINED MONOLOGUE: GIVING INFORMATION

Can give simple directions from place to place, using basic expressions such as “turn right” and “go straight” along with sequential connectors such as “first,” “then,” and “next”.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
											12.3 p.122
											12.3 p.123

SUSTAINED MONOLOGUE: PUTTING A CASE

Can explain what he/she likes or dislikes about something, why he/she prefers one thing to another, making simple, direct comparisons.

Can present his/her opinion in simple terms, provided listeners are patient.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
	2.1 p.13	3.0 p.21	4.4 p.40	5.5 p.52	6.4 p.54	7.0 p.65	8.1 p.77		10.0 p.97	11.0 p.107	12.0 p.117
	2.2 p.14	3.2 p.24	4.5 p.42			7.4 p.73	8.2 p.79		10.1 p.99	11.4 p.115	12.1 p.119
	2.2 p.15	3.4 p.28				7.5 p.74			10.5 p.106	11.5 p.116	12.2 p.121
	2.5 p.20	3.5 p.30									12.4 p.124
											12.5 p.126

ADDRESSING AUDIENCES

Can give a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions, plans, and actions.

Can cope with a limited number of straightforward follow-up questions.

Can give a short, rehearsed, basic presentation on a familiar subject.

Can answer straightforward follow-up questions if he/she can ask for repetition and if some help with the formulation of his/her reply is possible.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.5 p.10	2.5 p.20	3.5 p.30	4.5 p.42	5.5 p.52	6.1 p.55	7.2 p.69	8.5 p.84	9.5 p.94	10.5 p.106	11.5 p.116	12.5 p.126
					6.2 p.57	7.5 p.74					
					6.5 p.62						

WRITING

OVERALL WRITTEN PRODUCTION and INTERACTION

At A2 learners can write a series of simple phrases and sentences linked with simple connectors like *and*, *but*, and *because*.

WRITTEN REPORTS AND ESSAYS

Can write simple texts on familiar subjects of interest, linking sentences with connectors like “and”, “because”, or “then”.

Can give his/her impressions and opinions in writing about topics of personal interest (e.g. lifestyles and culture, stories), using basic everyday vocabulary and expressions.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.4 p.9	2.4 p.19	3.4 p.29	4.4 p.41	5.4 p.51	6.4 p.61	7.4 p.73	8.4 p.83	9.4 p.93	10.4 p.105	11.4 p.115	12.4 p.125

CORRESPONDENCE

Can exchange information by text message, e-mail, or in short letters, responding to questions the other person had (e.g. about a new product or activity).

Can convey personal information of a routine nature, for example in a short email or letter introducing him/herself.

Can write very simple personal letters expressing thanks and apology.

Can write short, simple notes, emails, and text messages (e.g. to send or reply to an invitation, to confirm or change an arrangement).

Can write a short text in a greetings card (e.g. for someone’s birthday or to wish them a Happy New Year).

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.4 p.9	2.4 p.19	3.4 p.29	4.4 p.41	5.4 p.51	6.4 p.61	7.4 p.73	8.4 p.83	9.4 p.93	10.4 p.105	11.4 p.115	12.4 p.125

CREATIVE WRITING

Can write about everyday aspects of his/her environment, e.g. people, places, a job, or study experience in linked sentences.

Can write very short, basic descriptions of events, past activities, and personal experiences.

Can tell a simple story (e.g. about events on a holiday or about life in the distant future).

Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job.

Can write short, simple imaginary biographies and simple poems about people.

Can write diary entries that describe activities (e.g. daily routine, outings, sports, hobbies), people, and places, using basic, concrete vocabulary and simple phrases and sentences with simple connectives like “and”, “but”, and “because”.

Can write an introduction to a story or continue a story, provided he/she can consult a dictionary and references (e.g. charts of verb tenses in a course book).

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
					6.4 p.61				10.4 p.105		

COMMUNICATIVE LANGUAGE COMPETENCE

VOCABULARY RANGE

Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.

Has a sufficient vocabulary for the expression of basic communicative needs.

Has a sufficient vocabulary for coping with simple survival needs.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.1 p.2	2.1 p.12	3.1 p.22	4.1 p.34	5.1 p.45	6.1 p.54	7.1 p.66	8.1 p.76	9.1 p.86	10.1 p.98	11.1 p.108	12.1 p.118
1.2 p.4	2.2 p.14	3.2 p.25	4.2 p.36	5.2 p.46	6.2 p.56	7.2 p.68	8.2 p.78	9.2 p.88	10.2 p.100	11.2 p.111	12.2 p.120
1.3 p.6	2.3 p.16	3.3 p.26	4.3 p.38	5.3 p.48	6.3 p.58	7.3 p.70	8.3 p.80	9.3 p.90	10.3 p.102	11.3 p.112	12.3 p.122
1.3 p.7	2.3 p.17		4.3 p.39	5.3 p.49	6.3 p.59	7.3 p.71		9.3 p.91	10.3 p.103		12.3 p.123

GRAMMATICAL ACCURACY

Can use some simple structures correctly, but still systematically make basic mistakes, e.g. tend to mix up tenses and forget to mark agreement. Nevertheless, it is usually clear what he/she is trying to say.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.1 p.3	2.1 p.13	3.1 p.23	4.1 p.35	5.1 p.45	6.1 p.55	7.1 p.67	8.1 p.77	9.1 p.87	10.1 p.99	11.1 p.109	12.1 p.119
1.2 p.5	2.2 p.15	3.2 p.25	4.2 p.37	5.2 p.47	6.2 p.57	7.2 p.69	8.2 p.79	9.2 p.89	10.2 p.101	11.2 p.111	12.2 p.121

PHONOLOGICAL CONTROL

Pronunciation is generally clear enough to be understood, but conversational partners will need to ask for repetition from time to time.

A strong influence from other language(s) he/she speaks on stress, rhythm, and intonation may affect intelligibility, requiring collaboration from interlocutors. Nevertheless, pronunciation of familiar words is clear.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.3 p.7	2.3 p.17	3.3 p.27	4.3 p.39	5.3 p.49	6.3 p.59	7.3 p.71	8.3 p.81	9.3 p.91	10.3 p.103	11.3 p.113	12.3 p.123
	2.4 p.18	3.4 p.28	4.4 p.40		6.4 p.60		8.4 p.82				12.4 p.124

SOCIOLINGUISTIC APPROPRIATENESS

Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way.

Can socialize simply but effectively using the simplest common expressions and following basic routines.

Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, suggestions, apologies, etc.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
1.1 p.3	2.1 p.13	3.1 p.23	4.1 p.35	5.1 p.45	6.1 p.55	7.1 p.67	8.1 p.77	9.1 p.87	10.1 p.99	11.1 p.108	12.1 p.119
1.2 p.4	2.2 p.15	3.2 p.25	4.2 p.37	5.2 p.46	6.2 p.56	7.3 p.71	8.2 p.79	9.2 p.88	10.2 p.101	11.1 p.109	12.2 p.121
1.2 p.5	2.3 p.17		4.3 p.39	5.2 p.47	6.2 p.57		8.3 p.81	9.2 p.89	10.3 p.103	11.2 p.111	12.3 p.123
1.3 p.6				5.3 p.49	6.3 p.59			9.3 p.91	10.4 p.105	11.3 p.113	
1.3 p.7										11.4 p.115	

How each unit relates to the CEFR

UNIT 1

Skill area	Goal	Lesson
Listening	UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS	1.2 p.4, 1.3 p.6, 1.3 p.7
	LISTENING TO MEDIA AND RECORDINGS	1.4 p.8
Reading	READING CORRESPONDENCE	1.4 p.8, 1.4 p.9
	READING FOR INFORMATION & ARGUMENT	1.2 p.2, 1.4 p.8, 1.4 p.9
	READING AS A LEISURE ACTIVITY	1.1 p.2
Reception Strategies	IDENTIFYING CUES AND INFERRING	1.2 p.4
	TAKING THE FLOOR (TURNTAKING), COOPERATING, ASKING FOR CLARIFICATION, COMPENSATING, MONITORING & REPAIR	1.2 p.5, 1.3 p.6, 1.3 p.7
Speaking	CONVERSATION	1.0 p.1, 1.1 p.3, 1.2 p.4, 1.2 p.5 1.3 p.6, 1.3 p.7, 1.4 p.8, 1.5 p.10
	INFORMAL DISCUSSION (WITH FRIENDS)	1.0 p.1, 1.2 p.4, 1.2 p.5, 1.4 p.8
	INFORMATION EXCHANGE	1.1 p.3, 1.2 p.4, 1.2 p.5, 1.3 p.7 1.5 p.10
	SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	1.1 p.2, 1.5 p.10
	ADDRESSING AUDIENCES	1.5 p.10
Writing	WRITTEN REPORTS AND ESSAYS	1.4 p.9
	CORRESPONDENCE	1.4 p.9
Communicative Language Competence	VOCABULARY RANGE	1.1 p.2, 1.2 p.4, 1.3 p.6, 1.3 p.7
	GRAMMATICAL ACCURACY	1.1 p.3, 1.2 p.5
	PHONOLOGICAL CONTROL	1.3 p.7
	SOCIOLINGUISTIC APPROPRIATENESS	1.1 p.3, 1.2 p.4, 1.2 p.5, 1.3 p.6 1.3 p.7

UNIT 2

Skill area	Goal	Lesson
Listening	UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS	2.3 p.16, 2.3 p.17, 2.4 p.18
	LISTENING AS A MEMBER OF A LIVE AUDIENCE	2.2 p.14, 2.5 p.20
	LISTENING TO MEDIA AND RECORDINGS	2.2 p.14, 2.4 p.18
Reading	READING FOR CORRESPONDENCE	2.4 p.19
	READING FOR ORIENTATION	2.1 p.12, 2.4 p.19
	READING FOR INFORMATION & ARGUMENT	2.1 p.12, 2.4 p.19
	READING AS A LEISURE ACTIVITY	2.1 p.12, 2.4 p.19
Reception Strategies	IDENTIFYING CUES AND INFERRING	2.2 p.14
	TAKING THE FLOOR (TURNTAKING), COOPERATING, ASKING FOR CLARIFICATION, COMPENSATING, MONITORING & REPAIR	2.3 p.17
Speaking	CONVERSATION	2.0 p.11, 2.1 p.13, 2.2 p.15, 2.3 p.17, 2.5 p.20
	INFORMAL DISCUSSION (WITH FRIENDS)	2.1 p.13, 2.2 p.15, 2.3 p.17, 2.5 p.20
	GOAL-ORIENTED COOPERATION (E.G. ASSEMBLING A FURNITURE KIT, DISCUSSING A DOCUMENT, ORGANIZING AN EVENT)	2.3 p.17
	OBTAINING GOODS & SERVICES	2.3 p.16, 2.3 p.17
	INFORMATION EXCHANGE	2.1 p.13, 2.2 p.15, 2.3 p.17, 2.4 p.18, 2.5 p.20
	INTERVIEWING AND BEING INTERVIEWED	2.3 p.17
	USING TELECOMMUNICATIONS	2.3 p.17
	SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	2.1 p.13, 2.2 p.14, 2.2 p.15, 2.5 p.20
	SUSTAINED MONOLOGUE: PUTTING A CASE	2.1 p.13, 2.2 p.14, 2.2 p.15, 2.5 p.20
	ADDRESSING AUDIENCES	2.5 p.20
Writing	WRITTEN REPORTS AND ESSAYS	2.4 p.19
	CORRESPONDENCE	2.4 p.19
Communicative Language Competence	VOCABULARY RANGE	2.1 p.12, 2.2 p.14, 2.3 p.16, 2.3 p.17
	GRAMMATICAL ACCURACY	2.1 p.13, 2.2 p.15
	PHONOLOGICAL CONTROL	2.3 p.17, 2.4 p.18
	SOCIOLINGUISTIC APPROPRIATENESS	2.1 p.13, 2.2 p.15, 2.3 p.17

UNIT 3

Skill area	Goal	Lesson
Listening	UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS	3.2 p.24, 3.3 p.26, 3.3 p.27, 3.4 p.28
	LISTENING AS A MEMBER OF A LIVE AUDIENCE	3.5 p.30
	LISTENING TO MEDIA AND RECORDINGS	3.2 p.24, 3.4 p.28
Reading	CORRESPONDENCE	3.4 p.29
	READING FOR INFORMATION & ARGUMENT	3.1 p.22
Reception Strategies	IDENTIFYING CUES AND INFERRING	3.2 p.24
	TAKING THE FLOOR (TURNTAKING), COOPERATING, ASKING FOR CLARIFICATION, COMPENSATING, MONITORING & REPAIR	3.1 p.23, 3.3 p.27
Speaking	CONVERSATION	3.1 p.22, 3.1 p.23, 3.2 p.25, 3.3 p.27, 3.5 p.30
	INFORMAL DISCUSSION (WITH FRIENDS)	3.2 p.24, 3.2 p.25, 3.5 p.30
	GOAL-ORIENTED COOPERATION (E.G. ASSEMBLING A FURNITURE KIT, DISCUSSING A DOCUMENT, ORGANIZING AN EVENT)	3.3 p.26, 3.3 p.27, 3.5 p.32
	OBTAINING GOODS & SERVICES	3.3 p.26
	INFORMATION EXCHANGE	3.1 p.23, 3.2 p.25, 3.3 p.27
	USING TELECOMMUNICATIONS	3.1 p.23
	SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	3.0 p.21, 3.2 p.24
	SUSTAINED MONOLOGUE: PUTTING A CASE	3.0 p.21, 3.2 p.24, 3.4 p.28, 3.5 p.30
	ADDRESSING AUDIENCES	3.5 p.30
Writing	WRITTEN REPORTS AND ESSAYS	3.4 p.29
	CORRESPONDENCE	3.4 p.29
Communicative Language Competence	VOCABULARY RANGE	3.1 p.22, 3.2 p.25, 3.3 p.26
	GRAMMATICAL ACCURACY	3.1 p.23, 3.2 p.25
	PHONOLOGICAL CONTROL	3.3 p.27, 3.4 p.28
	SOCIOLINGUISTIC APPROPRIATENESS	3.1 p.23, 3.2 p.25

UNIT 4

Skill area	Goal	Lesson
Listening	UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS	4.3 p.38, 4.3 p.39
	LISTENING AS A MEMBER OF A LIVE AUDIENCE	4.5 p.42
	LISTENING TO ANNOUNCEMENTS & INSTRUCTIONS	4.3 p.38
	LISTENING TO MEDIA AND RECORDINGS	4.2 p.36, 4.3 p.38, 4.4 p.40
Reading	CORRESPONDENCE	4.1 p.34, 4.3 p.38
	READING FOR ORIENTATION	4.4 p.41
	READING FOR INFORMATION & ARGUMENT	4.1 p.34, 4.4 p.41
	READING AS A LEISURE ACTIVITY	4.1 p.34
Reception Strategies	IDENTIFYING CUES AND INFERRING	4.2 p.36
	TAKING THE FLOOR (TURNTAKING), COOPERATING, ASKING FOR CLARIFICATION, COMPENSATING, MONITORING & REPAIR	4.3 p.39
Speaking	CONVERSATION	4.1 p.34, 4.1 p.35, 4.2 p.37, 4.3 p.39 4.5 p.42
	INFORMAL DISCUSSION (WITH FRIENDS)	4.0 p.33, 4.1 p.35, 4.2 p.37, 4.3 p.39 4.5 p.42
	GOAL-ORIENTED COOPERATION (E.G. ASSEMBLING A FURNITURE KIT, DISCUSSING A DOCUMENT, ORGANIZING AN EVENT)	4.1 p.35, 4.2 p.37, 4.3 p.39
	INFORMATION EXCHANGE	4.1 p.35, 4.2 p.37, 4.3 p.39
	USING TELECOMMUNICATIONS	4.3 p.38
	SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	4.0 p.33, 4.5 p.42
	SUSTAINED MONOLOGUE: PUTTING A CASE	4.4 p.40, 4.5 p.42
	ADDRESSING AUDIENCES	4.5 p.42
Writing	WRITTEN REPORTS AND ESSAYS	4.4 p.41
	CORRESPONDENCE	4.4 p.41
Communicative Language Competence	VOCABULARY RANGE	4.1 p.34, 4.2 p.36, 4.3 p.38, 4.3 p.39
	GRAMMATICAL ACCURACY	4.1 p.35, 4.2 p.37
	PHONOLOGICAL CONTROL	4.3 p.39, 4.4 p.40
	SOCIOLINGUISTIC APPROPRIATENESS	4.1 p.35, 4.2 p.37, 4.3 p.39

UNIT 5

Skill area	Goal	Lesson
Listening	UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS	5.2 p.46, 5.3 p.48, 5.3 p.49
	LISTENING AS A MEMBER OF A LIVE AUDIENCE	5.5 p.52
	LISTENING TO AUDIO MEDIA & RECORDINGS	5.2 p.46, 5.2 p.47
Reading	READING CORRESPONDENCE	5.4 p.50, 5.4 p.51
	READING FOR INFORMATION & ARGUMENT	5.1 p.44, 5.4 p.50, 5.4 p.51
	READING AS A LEISURE ACTIVITY	5.1 p.44, 5.4 p.50, 5.4 p.51
Reception Strategies	IDENTIFYING CUES AND INFERRING	5.2 p.46
	TAKING THE FLOOR (TURNTAKING), COOPERATING, ASKING FOR CLARIFICATION, COMPENSATING, MONITORING & REPAIR	5.3 p.48, 5.3 p.49
Speaking	CONVERSATION	5.1 p.45, 5.2 p.47, 5.3 p.49, 5.5 p.52
	INFORMAL DISCUSSION (WITH FRIENDS)	5.1 p.45, 5.2 p.47, 5.3 p.49, 5.5 p.52
	GOAL-ORIENTED COOPERATION (E.G. ASSEMBLING A FURNITURE KIT, DISCUSSING A DOCUMENT, ORGANIZING AN EVENT)	5.2 p.47, 5.5 p.52
	INFORMATION EXCHANGE	5.1 p.45, 5.2 p.47, 5.5 p.52
	INTERVIEWING AND BEING INTERVIEWED	5.5 p.52
	SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	5.0 p.43, 5.1 p.45
	SUSTAINED MONOLOGUE: PUTTING A CASE	5.5 p.52
	ADDRESSING AUDIENCES	5.5 p.52
Writing	WRITTEN REPORTS AND ESSAYS	5.4 p.51
	CORRESPONDENCE	5.4 p.51
Communicative Language Competence	VOCABULARY RANGE	5.1 p.45, 5.2 p.46, 5.3 p.48, 5.3 p.49
	GRAMMATICAL ACCURACY	5.1 p.45, 5.2 p.47
	PHONOLOGICAL CONTROL	5.3 p.49
	SOCIOLINGUISTIC APPROPRIATENESS	5.1 p.45, 5.2 p.46, 5.2 p.47, 5.3 p.49

UNIT 6

Skill area	Goal	Lesson
Listening	UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS	6.3 p.58, 6.3 p.59
	LISTENING AS A MEMBER OF A LIVE AUDIENCE	6.4 p.60, 6.5 p.62
	LISTENING TO AUDIO MEDIA & RECORDINGS	6.1 p.54
Reading	READING CORRESPONDENCE	6.2 p.56
	READING FOR ORIENTATION	6.4 p.61
	READING FOR INFORMATION & ARGUMENT	6.2 p.56, 6.4 p.61
	READING AS A LEISURE ACTIVITY	6.2 p.56, 6.4 p.61
Reception Strategies	IDENTIFYING CUES AND INFERRING	6.2 p.56
	TAKING THE FLOOR (TURNTAKING), COOPERATING, ASKING FOR CLARIFICATION, COMPENSATING, MONITORING & REPAIR	6.3 p.59
Speaking	CONVERSATION	6.1 p.55, 6.2 p.56, 6.2 p.57, 6.3 p.59 6.5 p.62
	INFORMAL DISCUSSION (WITH FRIENDS)	6.1 p.55, 6.2 p.56, 6.2 p.57, 6.5 p.62
	GOAL-ORIENTED COOPERATION (E.G. ASSEMBLING A FURNITURE KIT, DISCUSSING A DOCUMENT, ORGANIZING AN EVENT)	6.1 p.55, 6.2 p.57, 6.3 p.59, 6.4 p.61
	OBTAINING GOODS & SERVICES	6.1 p.55, 6.3 p.58, 6.3 p.59
	INFORMATION EXCHANGE	6.1 p.55, 6.2 p.57, 6.3 p.59
	INTERVIEWING AND BEING INTERVIEWED	6.2 p.57
	SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	6.0 p.53, 6.1 p.55, 6.2 p.56, 6.2 p.57
	SUSTAINED MONOLOGUE: PUTTING A CASE	6.4 p.54
	ADDRESSING AUDIENCES	6.1 p.55, 6.2 p.57, 6.5 p.62
Writing	WRITTEN REPORTS AND ESSAYS	6.4 p.61
	CORRESPONDENCE	6.4 p.61
	CREATIVE WRITING	6.4 p.61
Communicative Language Competence	VOCABULARY RANGE	6.1 p.54, 6.2 p.56, 6.3 p.58, 6.3 p.59
	GRAMMATICAL ACCURACY	6.1 p.55, 6.2 p.57
	PHONOLOGICAL CONTROL	6.3 p.59, 6.4 p.60
	SOCIOLINGUISTIC APPROPRIATENESS	6.1 p.55, 6.2 p.56, 6.2 p.57, 6.3 p.59

UNIT 7

Skill area	Goal	Lesson
Listening	UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS	7.2 p.68, 7.3 p.70, 7.3 p.71
	LISTENING AS A MEMBER OF A LIVE AUDIENCE	7.5 p.74
	LISTENING TO AUDIO MEDIA & RECORDINGS	7.2 p.68
Reading	READING CORRESPONDENCE	7.1 p.66, 7.4 p.73
	READING FOR ORIENTATION	7.1 p.66
	READING FOR INFORMATION & ARGUMENT	7.1 p.66, 7.4 p.72, 7.4 p.73
	READING AS A LEISURE ACTIVITY	7.1 p.66, 7.4 p.72, 7.4 p.73
Reception Strategies	IDENTIFYING CUES AND INFERRING	7.2 p.68
	TAKING THE FLOOR (TURNTAKING), COOPERATING, ASKING FOR CLARIFICATION, COMPENSATING, MONITORING & REPAIR	7.3 p.71
Speaking	CONVERSATION	7.1 p.67, 7.2 p.68, 7.2 p.69, 7.4 p.72 7.5 p.74
	INFORMAL DISCUSSION (WITH FRIENDS)	7.1 p.67, 7.2 p.68, 7.4 p.72, 7.5 p.74
	GOAL-ORIENTED COOPERATION (E.G. ASSEMBLING A FURNITURE KIT, DISCUSSING A DOCUMENT, ORGANIZING AN EVENT)	7.3 p.71, 7.5 p.74
	OBTAINING GOODS & SERVICES	7.3 p.70, 7.3 p.71, 7.5 p.74
	INFORMATION EXCHANGE	7.1 p.67, 7.3 p.71, 7.5 p.74
	SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	7.0 p.65, 7.1 p.67, 7.2 p.69, 7.5 p.75
	SUSTAINED MONOLOGUE: PUTTING A CASE	7.0 p.65, 7.4 p.73, 7.5 p.74
	ADDRESSING AUDIENCES	7.2 p.69, 7.5 p.74
Writing	WRITTEN REPORTS AND ESSAYS	7.4 p.73
	CORRESPONDENCE	7.4 p.73
Communicative Language Competence	VOCABULARY RANGE	7.1 p.66, 7.2 p.68, 7.3 p.70, 7.3 p.71
	GRAMMATICAL ACCURACY	7.1 p.67, 7.2 p.69
	PHONOLOGICAL CONTROL	7.3 p.71
	SOCIOLINGUISTIC APPROPRIATENESS	7.1 p.67, 7.3 p.71

UNIT 8

Skill area	Goal	Lesson
Listening	UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS	8.3 p.80, 8.3 p.81
	LISTENING AS A MEMBER OF A LIVE AUDIENCE	8.2 p.78, 8.5 p.84
	LISTENING TO AUDIO MEDIA & RECORDINGS	8.2 p.78, 8.4 p.82
Reading	READING FOR ORIENTATION	8.1 p.76, 8.4 p.83
	READING FOR INFORMATION & ARGUMENT	8.1 p.76, 8.4 p.83
	READING AS A LEISURE ACTIVITY	8.1 p.76, 8.4 p.83
Reception Strategies	IDENTIFYING CUES AND INFERRING	8.2 p.78
	TAKING THE FLOOR (TURNTAKING), COOPERATING, ASKING FOR CLARIFICATION, COMPENSATING, MONITORING & REPAIR	8.3 p.81
Speaking	CONVERSATION	8.1 p.76, 8.1 p.77, 8.2 p.79, 8.3 p.81 8.5 p.84
	INFORMAL DISCUSSION (WITH FRIENDS)	8.1 p.77, 8.2 p.79, 8.5 p.84
	GOAL-ORIENTED COOPERATION (E.G. ASSEMBLING A FURNITURE KIT, DISCUSSING A DOCUMENT, ORGANIZING AN EVENT)	8.3 p.80, 8.3 p.81, 8.5 p.84
	OBTAINING GOODS & SERVICES	8.3 p.80, 8.3 p.81
	INFORMATION EXCHANGE	8.1 p.76, 8.2 p.79, 8.3 p.81, 8.5 p.84
	INTERVIEWING AND BEING INTERVIEWED	8.1 p.76, 8.2 p.79
	SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	8.0 p.75, 8.1 p.77, 8.2 p.79, 8.5 p.84
	SUSTAINED MONOLOGUE: PUTTING A CASE	8.1 p.77, 8.2 p.79
	ADDRESSING AUDIENCES	8.5 p.84
Writing	WRITTEN REPORTS AND ESSAYS	8.4 p.83
	CORRESPONDENCE	8.4 p.83
Communicative Language Competence	VOCABULARY RANGE	8.1 p.76, 8.2 p.78, 8.3 p.80
	GRAMMATICAL ACCURACY	8.1 p.77, 8.2 p.79
	PHONOLOGICAL CONTROL	8.3 p.81, 8.4 p.82
	SOCIOLINGUISTIC APPROPRIATENESS	8.1 p.77, 8.2 p.79, 8.3 p.81

UNIT 9

Skill area	Goal	Lesson
Listening	UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS	9.2 p.88, 9.3 p.90, 9.3 p.91
	LISTENING AS A MEMBER OF A LIVE AUDIENCE	9.5 p.94
Reading	READING FOR CORRESPONDENCE	9.1 p.86, 9.4 p.93
	READING FOR ORIENTATION	9.4 p.92
	READING FOR INFORMATION & ARGUMENT	9.1 p.96, 9.4 p.92, 9.4 p.93
	READING AS A LEISURE ACTIVITY	9.4 p.92
Reception Strategies	IDENTIFYING CUES AND INFERRING	9.2 p.88
	TAKING THE FLOOR (TURNTAKING), COOPERATING, ASKING FOR CLARIFICATION, COMPENSATING, MONITORING & REPAIR	9.3 p.91
Speaking	CONVERSATION	9.1 p.87, 9.2 p.88, 9.2 p.89, 9.3 p.91 9.5 p.94
	INFORMAL DISCUSSION (WITH FRIENDS)	9.1 p.87, 9.2 p.88, 9.2 p.89, 9.3 p.91 9.5 p.94
	SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	9.0 p.85, 9.2 p.88, 9.2 p.89
	ADDRESSING AUDIENCES	9.5 p.94
Writing	WRITTEN REPORTS AND ESSAYS	9.4 p.93
	CORRESPONDENCE	9.4 p.93
Communicative Language Competence	VOCABULARY RANGE	9.1 p.86, 9.2 p.88, 9.3 p.90, 9.3 p.91
	GRAMMATICAL ACCURACY	9.1 p.87, 9.2 p.89
	PHONOLOGICAL CONTROL	9.3 p.91
	SOCIOLINGUISTIC APPROPRIATENESS	9.1 p.87, 9.2 p.88, 9.2 p.89, 9.3 p.91

UNIT 10

Skill area	Goal	Lesson
Listening	UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS	10.2 p.100, 10.3 p.102, 10.3 p.103
	LISTENING AS A MEMBER OF A LIVE AUDIENCE	10.5 p.106
Reading	READING FOR CORRESPONDENCE	10.4 p.105
	READING FOR INFORMATION & ARGUMENT	10.1 p.98, 10.4 p.104
	READING AS A LEISURE ACTIVITY	10.1 p.98, 10.4 p.104
Reception Strategies	IDENTIFYING CUES AND INFERRING	10.2 p.100
Speaking	CONVERSATION	10.2 p.101, 10.3 p.102, 10.3 p.103 10.5 p.106
	INFORMAL DISCUSSION (WITH FRIENDS)	10.2 p.101, 10.3 p.103, 10.5 p.106
	GOAL-ORIENTED COOPERATION (E.G. ASSEMBLING A FURNITURE KIT, DISCUSSING A DOCUMENT, ORGANIZING AN EVENT)	10.3 p.102, 10.3 p.103
	OBTAINING GOODS & SERVICES	10.3 p.102, 10.3 p.103
	INFORMATION EXCHANGE	10.2 p.101, 10.3 p.103
	INTERVIEWING AND BEING INTERVIEWED	10.3 p.102, 10.3 p.103
	SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	10.0 p.97, 10.3 p.103
	SUSTAINED MONOLOGUE: PUTTING A CASE	10.0 p.97, 10.1 p.99, 10.5 p.106
	ADDRESSING AUDIENCES	10.5 p.106
Writing	WRITTEN REPORTS AND ESSAYS	10.4 p.105
	CORRESPONDENCE	10.4 p.105
	CREATIVE WRITING	10.4 p.105
Communicative Language Competence	VOCABULARY RANGE	10.1 p.98, 10.2 p.100, 10.3 p.102 10.3 p.103
	GRAMMATICAL ACCURACY	10.1 p.99, 10.2 p.101
	PHONOLOGICAL CONTROL	10.3 p.103
	SOCIOLINGUISTIC APPROPRIATENESS	10.1 p.99, 10.2 p.101, 10.3 p.103 10.4 p.105

UNIT 11

Skill area	Goal	Lesson
Listening	UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS	11.2 p.110, 11.3 p.112, 11.3 p.113
	LISTENING AS A MEMBER OF A LIVE AUDIENCE	11.5 p.116
Reading	READING CORRESPONDENCE	11.4 p.114, 11.4 p.115
	READING FOR ORIENTATION	11.4 p.114
	READING FOR INFORMATION & ARGUMENT	11.1 p.108, 11.4 p.114, 11.4 p.115
	READING AS A LEISURE ACTIVITY	11.1 p.109
Reception Strategies	IDENTIFYING CUES AND INFERRING	11.2 p.110
	TAKING THE FLOOR (TURNTAKING), COOPERATING, ASKING FOR CLARIFICATION, COMPENSATING, MONITORING & REPAIR	11.3 p.112, 11.3 p.113
Speaking	CONVERSATION	11.1 p.108, 11.1 p.109, 11.2 p.110 11.2 p.111, 11.3 p.113, 11.5 p.116
	INFORMAL DISCUSSION (WITH FRIENDS)	11.1 p.108, 11.1 p.109, 11.2 p.110 11.2 p.111, 11.4 p.115, 11.5 p.116
	GOAL-ORIENTED COOPERATION (E.G. ASSEMBLING A FURNITURE KIT, DISCUSSING A DOCUMENT, ORGANIZING AN EVENT)	11.3 p.112, 11.5 p.113
	OBTAINING GOODS & SERVICES	11.3 p.112, 11.3 p.113
	INFORMATION EXCHANGE	11.1 p.109, 11.2 p.110, 11.2 p.111
	INTERVIEWING AND BEING INTERVIEWED	11.1 p.109, 11.2 p.110, 11.2 p.111
	SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	11.0 p.107, 11.4 p.114
	SUSTAINED MONOLOGUE: PUTTING A CASE	11.0 p.107, 11.4 p.115, 11.5 p.116
	ADDRESSING AUDIENCES	11.5 p.116
Writing	WRITTEN REPORTS AND ESSAYS	11.4 p.115
	CORRESPONDENCE	11.4 p.115
Communicative Language Competence	VOCABULARY RANGE	11.1 p.108, 11.2 p.111, 11.3 p.112
	GRAMMATICAL ACCURACY	11.1 p.109, 11.2 p.111
	PHONOLOGICAL CONTROL	11.3 p.113
	SOCIOLINGUISTIC APPROPRIATENESS	11.1 p.108, 11.1 p.109, 11.2 p.111 11.3 p.113, 11.4 p.115

UNIT 12

Skill area	Goal	Lesson
Listening	UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS	12.1 p.118, 12.3 p.122, 12.3 p.123
	LISTENING AS A MEMBER OF A LIVE AUDIENCE	12.5 p.126
	LISTENING TO ANNOUNCEMENTS & INSTRUCTIONS	12.3 p.122, 12.3 p.123
	LISTENING TO AUDIO MEDIA & RECORDINGS	12.1 p.118, 12.4 p.124
Reading	READING FOR ORIENTATION	12.2 p.120
	READING FOR INFORMATION & ARGUMENT	12.2 p.120
	READING INSTRUCTIONS	12.4 p.125
	READING AS A LEISURE ACTIVITY	12.2 p.120
Reception Strategies	IDENTIFYING CUES AND INFERRING	12.2 p.120
	TAKING THE FLOOR (TURNTAKING), COOPERATING, ASKING FOR CLARIFICATION, COMPENSATING, MONITORING & REPAIR	12.3 p.122, 12.3 p.123
Speaking	CONVERSATION	12.1 p.119, 12.2 p.120, 12.2 p.121 12.5 p.126
	INFORMAL DISCUSSION (WITH FRIENDS)	12.1 p.119, 12.2 p.121, 12.5 p.126
	GOAL-ORIENTED COOPERATION (E.G. ASSEMBLING A FURNITURE KIT, DISCUSSING A DOCUMENT, ORGANIZING AN EVENT)	12.3 p.122, 12.5 p.123
	OBTAINING GOODS & SERVICES	12.3 p.122, 12.3 p.123, 12.5 p.126
	INFORMATION EXCHANGE	12.3 p.122, 12.3 p.123
	SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	12.0 p.117, 12.1 p.118, 12.1 p.119 12.2 p.120, 12.2 p.121
	SUSTAINED MONOLOGUE: GIVING INFORMATION	12.3 p.122, 12.3 p.123
	SUSTAINED MONOLOGUE: PUTTING A CASE	12.0 p.117, 12.1 p.119, 12.2 p.121 12.4 p.124, 12.5 p.126
	ADDRESSING AUDIENCES	12.5 p.126
Writing	WRITTEN REPORTS AND ESSAYS	12.4 p.125
	CORRESPONDENCE	12.4 p.125
Communicative Language Competence	VOCABULARY RANGE	12.1 p.118, 12.2 p.120, 12.3 p.122 12.3 p.123
	GRAMMATICAL ACCURACY	12.1 p.119, 12.2 p.121
	PHONOLOGICAL CONTROL	12.3 p.123, 12.4 p.124
	SOCIOLINGUISTIC APPROPRIATENESS	12.1 p.119, 12.2 p.121, 12.3 p.123