

The first unit of *Interchange Fifth Edition* Level 1 reviews key competencies at Level A1 of the Common European Framework (CEFR).

The other units cover competencies required at Level A2.

This table describes the general degree of skill required at Level A2.

| Skill | A2 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> |
| 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> |
| 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> |
| 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> |

The tables which follow show where specific competencies are covered in *Interchange Fifth Edition* Level 1.

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 and Units 1–2 Progress Check

| The language user at A1 can: | Unit 1 | Unit 2 | Units 1–2 Progress Check |
|---|--|--------|--------------------------|
| describe him/herself, what he/she does and where he/she lives. (DESCRIBING EXPERIENCE) | 1.5 | | |
| make an introduction and use basic greeting and leave-taking expressions. (CONVERSATION) | 1.1 1.2 1.3 1.4 1.9 W1.1 W1.3 W1.4 W1.6 W1.8 W1.9 W1.11 | | PC1–2.1 |
| ask how people are and react to news. (CONVERSATION) | 1.7 1.9 | | |
| ask and answer questions about themselves and other people, where they live, people they know, things they have. (INFORMATION EXCHANGE) | 1.1 1.2 1.3 1.4 1.5 1.8 1.11 W1.2 W1.3 W1.4 W1.5 W1.6 W1.8 W1.9 W1.10 W1.12 | | PC1–2.2 |

Speaking (continued)

Unit 2 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 his/her family, living conditions, educational background, present or most recent job. (DESCRIBING EXPERIENCE) | | | | | | | 5.1 5.3 5.4 5.7 5.9 5.10 W5.2 W5.4 W5.5 | | PC5–6.3 | | | |
| describe people, places and possessions in simple terms. (DESCRIBING EXPERIENCE) | | 2.2 2.3 2.8 W2.1 W2.2 W2.3 W2.11 | | | W4.3 | | W5.1 W5.3 | W6.1 | | | 8.1 8.10 W8.1 W8.2 W8.9 | |
| describe everyday aspects of his/her environment e.g. people, places, a job or study experience. (DESCRIBING EXPERIENCE) | | | | | | | | | | | 8.5 8.8 8.9 W8.6 W8.7 | PC7–8.3 PC7–8.4 |
| give short, basic descriptions of events and activities. (DESCRIBING EXPERIENCE) | | W2.9 W2.10 W2.12 | | | W4.7 | | 5.5 5.6 W5.2 W5.4 W5.5 W5.9 W5.10 W5.11 | W6.5 W6.6 W6.10 | PC5–6.1 PC5–6.2 PC5–6.3 | 7.2 7.3 7.5 7.8 7.9 7.10 7.11 W7.1 W7.2 W7.3 W7.5 W7.6 W7.10 W7.11 | | PC7–8.1 PC7–8.2 |

Speaking (continued)

Unit 2 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 plans and arrangements, habits and routines, past activities and personal experiences. (DESCRIBING EXPERIENCE) | | | | | | | | | | | | |
| use simple descriptive language to make brief statements about and compare objects and possessions. (DESCRIBING EXPERIENCE) | | | | 3.8 3.9 3.10 W3.1 W3.3 W3.4 W3.6 W3.7 W3.8 | | PC3–4.2 | | | | | | |
| explain what he/she likes or dislikes about something. (DESCRIBING EXPERIENCE) | | | | 3.9 3.10 W3.1 W3.4 W3.7 | | PC3–4.2 | | 6.8 | | | | |
| make and respond to invitations, suggestions and apologies. (CONVERSATION) | | | | | 4.8 4.9 4.11 W4.9 W4.10 W4.11 | PC3–4.4 | | | | | | |
| say what he/she likes and dislikes. (CONVERSATION) | | | | 3.9 3.10 W3.1 W3.4 W3.7 W3.9 | 4.2 4.3 4.4 4.5 4.6 W4.1 W4.2 W4.4 W4.5 W4.6 W4.9 W4.12 | PC3–4.1 PC3–4.2 PC3–4.3 | | W6.11 | | 7.1 | | |

Speaking (continued)

Unit 2 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 |
|--|--------|--------|--------------------------------|---|--------------------------------------|--------------------------------|--------------|--------------|--------------------------------|--------|-------------|--------------------------------|
| participate in short conversations in routine contexts on topics of interest. (CONVERSATION) | 1.6 | 2.1 | | 3.1 | 4.1 | | 5.8 | 6.1 W6.11 | | | 8.7 | |
| discuss what to do, where to go and make arrangements to meet. (INFORMAL DISCUSSION) | | | | | 4.8 4.9 4.11 W4.10 W4.11 | | | | | | | |
| agree and disagree with others. (INFORMAL DISCUSSION) | | | | | | | | | | | | |
| 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. (GOAL-ORIENTED CO-OPERATION) | | | | | | | | | | | | |
| ask about things and make simple transactions in shops, post offices or banks. (TRANSACTIONS TO OBTAIN GOODS AND SERVICES) | | | | | | | | | | | | |
| give and receive information about quantities, numbers, prices, etc. (TRANSACTIONS TO OBTAIN GOODS AND SERVICES) | | | | 3.2 3.3 3.4 3.5 3.7 W3.2 W3.5 | | PC3–4.1 | 5.10 W5.8 | | PC5–6.3 | | 8.9 8.10 | |
| make simple purchases by stating what is wanted and asking the price. (TRANSACTIONS TO OBTAIN GOODS AND SERVICES) | | | | 3.2 3.3 3.4 3.5 3.7 W3.2 W3.5 | | | | | | | | |
| order a meal. (TRANSACTIONS TO OBTAIN GOODS AND SERVICES) | | | | | | | | | | | | |

Speaking (continued)

Unit 2 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 what they do at work and in free time. (INFORMATION EXCHANGE) | | 2.4 2.5 W2.5 W2.6 W2.8 | PC1–2.3 PC1–2.4 | | | | | 6.2 6.3 6.4 6.5 6.6 6.8 6.10 6.11 6.13 W6.2 W6.3 W6.8 W6.9 | PC5–6.4 | 7.1 | | |
| ask for and provide personal information. (INFORMATION EXCHANGE) | | | | | | | 5.1 5.3 5.4 5.7 5.9 | | PC5–6.3 | | | |
| ask and answer questions about habits and routines. (INFORMATION EXCHANGE) | | 2.7 2.9 2.11 | PC1–2.5 | | | | | 6.3 6.4 6.5 6.6 6.8 6.10 6.11 6.13 W6.2 W6.3 W6.8 W6.9 | PC5–6.4 | | | |

Speaking (continued)

Unit 2 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) | | | | | | | | | | 7.2 7.3 7.4 7.5 7.6 7.8 7.9 7.10 7.11 W7.4 W7.8 W7.9 | | PC7–8.2 |
| give and follow simple directions and instructions, e.g. explain how to get somewhere. (INFORMATION EXCHANGE) | | | | | | | | | | | 8.2 8.3 8.4 8.5 W8.1 W8.3 W8.4 W8.8 | PC7–8.3 |
| say he/she didn't follow. (ASKING FOR CLARIFICATION) | 1.2 | | PC1–2.1 | | | | | | | | | |
| ask very simply for repetition when he/she does not understand. (ASKING FOR CLARIFICATION) | 1.2 | | PC1–2.1 | | | | | | | | | |

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 his/her family, living conditions, educational background, present or most recent job. (DESCRIBING EXPERIENCE) | | | | | | | | | | | | |
| describe people, places and possessions in simple terms. (DESCRIBING EXPERIENCE) | 9.1 9.2 9.3 9.5 9.8 9.9 9.10 W9.1 W9.2 W9.3 W9.6 W9.7 W9.8 W9.9 W9.10 W9.11 | | PC9–10.1 PC9–10.2 | | | | | 14.1 W14.1 | | | | |
| describe everyday aspects of his/her environment e.g. people, places, a job or study experience. (DESCRIBING EXPERIENCE) | | | | 11.1 11.2 11.3 W11.1 W11.2 W11.3 W11.4 W11.5 W11.10 | | PC11–12.1 | | | | | | |
| give short, basic descriptions of events and activities. (DESCRIBING EXPERIENCE) | | | | | W12.3 | | | | | | 16.2 16.3 16.5 W16.2 W16.3 W16.4 W16.6 | PC15–16.4 |

Speaking (continued)

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

| The language user can: | Unit 9 | Unit 10 | Units 9–10 Progress Check | Unit 11 | Unit 12 | Units 11–12 Progress Check | Unit 13 | Unit 14 | Units 13–14 Progress Check | Unit 15 | Unit 16 | Units 15–16 Progress Check |
|--|--------|---------|---------------------------------|---------|---------|----------------------------------|---------|---|----------------------------------|--|--|----------------------------------|
| describe plans and arrangements, habits and routines, past activities and personal experiences. (DESCRIBING EXPERIENCE) | | | | | | | | | | 15.2 15.3 15.4 15.5 15.6 W15.1 W15.2 W15.3 W15.6 | 16.6 16.7 16.8 16.9 16.10 W16.7 W16.8 W16.9 | PC15–16.1 PC15–16.5 |
| use simple descriptive language to make brief statements about and compare objects and possessions. (DESCRIBING EXPERIENCE) | | | | | | | | 14.2 14.3 14.4 14.7 14.8 14.9 14.10 W14.2 W14.3 W14.4 W14.6 W14.7 W14.8 | PC13–14.4 PC13–14.5 | | | |
| explain what he/she likes or dislikes about something. (DESCRIBING EXPERIENCE) | | | | | | | | | | | | |

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 |
|--|--------|---------|---------------------------------|--|---|-------------------------------------|--|---------|----------------------------------|--|---------|----------------------------------|
| make and respond to invitations, suggestions and apologies. (CONVERSATION) | | | | 11.7 11.8 11.9 11.11 11.12 W11.7 W11.8 | 12.2 12.3 12.4 12.5 12.6 12.8 12.9 12.11 W12.1 W12.2 W12.5 W12.6 W12.7 W12.8 | PC11–12.2 PC11–12.3 PC11–12.4 | | 14.5 | | 15.2 15.3 15.5 W15.4 W15.5 W15.11 | W16.10 | PC15–16.2 |
| say what he/she likes and dislikes. (CONVERSATION) | | | | | | | 13.1 13.2 13.3 13.4 W13.2 W13.8 | | PC13–14.1 | | | |
| participate in short conversations in routine contexts on topics of interest. (CONVERSATION) | 9.7 | 10.1 | | 11.6 | 12.1 | | 13.1 | 14.8 | | 15.1 | 16.1 | |
| discuss what to do, where to go and make arrangements to meet. (INFORMAL DISCUSSION) | | | | | | | | | | 15.2 15.3 15.5 W15.4 W15.5 | | PC15–16.2 |
| agree and disagree with others. (INFORMAL DISCUSSION) | | | | | | | 13.2 13.3 13.4 W13.1 W13.8 | | 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 |
|--|--------|---------|---------------------------------|--|---|----------------------------------|--|---------|----------------------------------|---------|---------|----------------------------------|
| 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. (GOAL-ORIENTED CO-OPERATION) | | | | 11.7 11.8 11.9 11.11 11.12 W11.8 W11.9 W11.10 | 12.8 12.9 12.11 W12.1 W12.2 W12.5 W12.6 W12.7 W12.8 | PC11–12.2 | 13.10 | | | | 16.10 | PC15–16.5 |
| ask about things and make simple transactions in shops, post offices or banks. (TRANSACTIONS TO OBTAIN GOODS AND SERVICES) | | | | | 12.8 12.9 12.11 W12.6 | | | | | | | |
| give and receive information about quantities, numbers, prices, etc. (TRANSACTIONS TO OBTAIN GOODS AND SERVICES) | | | | | 12.7 | | | | | | | |
| make simple purchases by stating what is wanted and asking the price. (TRANSACTIONS TO OBTAIN GOODS AND SERVICES) | | | | | | | | | | | | |
| order a meal. (TRANSACTIONS TO OBTAIN GOODS AND SERVICES) | | | | | | | 13.5 13.6 13.7 13.8 W13.4 W13.5 W13.6 W13.7 | | PC13–14.3 | | | |
| ask and answer questions about what they do at work and in free time. (INFORMATION EXCHANGE) | | | | | | | | | | | | |

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 |
|---|--------|--|----------------------------------|---------|---------|----------------------------------|---------|---------|----------------------------------|--|----------------------|----------------------------------|
| ask for and provide personal information. (INFORMATION EXCHANGE) | | | | | | | | | | | 16.2 16.3 16.5 | PC15–16.4 |
| ask and answer questions about habits and routines. (INFORMATION EXCHANGE) | | | | | | | | | | | | |
| ask and answer questions about pastimes and past activities. (INFORMATION EXCHANGE) | | 10.2 10.3 10.4 10.5 10.6 10.8 10.9 10.11 W10.1 W10.2 W10.3 W10.4 W10.5 W10.7 W10.9 W10.10 | PC9–10.3 PC9–10.4 PC9–10.5 | | | | | | | | | |
| give and follow simple directions and instructions, e.g. explain how to get somewhere. (INFORMATION EXCHANGE) | | | | | | | | | | 15.7 15.8 15.10 15.12 W15.8 W15.9 W15.10 | | |
| say he/she didn't follow. (ASKING FOR CLARIFICATION) | | | | | | | | | | | | |
| ask very simply for repetition when he/she does not understand. (ASKING FOR CLARIFICATION) | | | | | | | | | | | | |

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 a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job. (CREATIVE WRITING) | W1.12 | 2.6 W2.2 W2.7 | | 3.11 | W4.5 W4.6 W4.7 | | 5.11 | 6.9 W6.10 W6.11 | | | W8.2 W8.3 W8.4 | |
| write about everyday aspects of his/her environment, e.g. people, places, a job or study experience in linked sentences. (CREATIVE WRITING) | W1.7 | W2.4 | | W3.10 | | | W5.6 | W6.4 | | | 8.11 W8.5 | |
| write very short, basic descriptions of events, past activities and personal experiences. (CREATIVE WRITING) | | | | | | | | | | 7.12 W7.1 W7.11 | | |
| take a short, simple message provided he/she can ask for repetition and reformulation. (NOTES, MESSAGES AND FORMS) | | | | | | | | | | | | |
| write short, simple notes and messages relating to matters in areas of immediate need. (NOTES, MESSAGES AND FORMS) | | | | | 4.10 | | | | | | 8.11 | |

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 a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job. (CREATIVE WRITING) | W9.2 W9.5 W9.7 W9.8 | W10.3 W10.5 W10.8 | | | | PC11–12.1 | | W14.7 | PC13–14.4 | W15.2 W15.6 | W16.3 W16.4 W16.8 | |
| write about everyday aspects of his/her environment, e.g. people, places, a job or study experience in linked sentences. (CREATIVE WRITING) | 9.6 W9.4 | | | 11.5 W11.3 | W12.4 | | W13.2 | 14.11 | | | | |
| write very short, basic descriptions of events, past activities and personal experiences. (CREATIVE WRITING) | | 10.10 W10.6 | | | W12.3 | | 13.11 | | | | | |
| take a short, simple message provided he/she can ask for repetition and reformulation. (NOTES, MESSAGES AND FORMS) | | | | | | | | | | 15.7 15.8 | | PC15–16.3 |
| write short, simple notes and messages relating to matters in areas of immediate need. (NOTES, MESSAGES AND FORMS) | | | | | 12.12 W12.1 W12.2 W12.5 W12.8 | | | | | 15.9 W15.5 W15.8 W15.9 | 16.11 W16.10 | |

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 |
|---|-------------|--------------------|--------------------------------|-------------------|-------------------|--------------------------------|-------------------|----------------------------|--------------------------------|---------------------------|--------|--------------------------------|
| catch the main point in short, clear, simple messages and announcements. (UNDERSTANDING ANNOUNCEMENTS AND INSTRUCTIONS) | | | | | | | | | | | | |
| understand simple directions relating to how to get from X to Y, by foot or public transport. (UNDERSTANDING ANNOUNCEMENTS AND INSTRUCTIONS) | | | | | | | | | | | 8.6 | |
| understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly. (UNDERSTANDING AUDIO MEDIA AND RECORDINGS) | 1.3 1.10 | 2.4 2.7 2.10 | PC1–2.4 | 3.2 3.6 3.9 | 4.3 4.7 4.8 | PC3–4.1 | 5.2 5.3 5.9 | 6.3 6.7 6.10 6.12 | | 7.2 7.7 7.9 7.13 | | PC7–8.1 |

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 |
|---|-------------------|----------------------|---------------------------------|-------------------------------|-----------------------|----------------------------------|----------------------|----------------------|----------------------------------|---------------|----------------------|----------------------------------|
| catch the main point in short, clear, simple messages and announcements. (UNDERSTANDING ANNOUNCEMENTS AND INSTRUCTIONS) | | | | | | | | | | 15.7 15.11 | | PC15–16.3 |
| understand simple directions relating to how to get from X to Y, by foot or public transport. (UNDERSTANDING ANNOUNCEMENTS AND INSTRUCTIONS) | | | | | | | | | | | | |
| understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly. (UNDERSTANDING AUDIO MEDIA AND RECORDINGS) | 9.2 9.4 9.8 | 10.2 10.4 10.7 | PC9–10.4 | 11.2 11.4 11.7 11.10 | 12.2 12.8 12.10 | PC11–12.1 | 13.2 13.6 13.9 | 14.2 14.6 14.9 | PC13–14.2 | 15.2 | 16.2 16.4 16.6 | |

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 |
|---|--------------|--------------|--------------------------------|---------------|--------|--------------------------------|--------------|--------------|--------------------------------|--------------|--------------|--------------------------------|
| understand short, simple personal letters. (READING CORRESPONDENCE) | | | | | | | | | | | | |
| get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. (READING FOR INFORMATION AND ARGUMENT) | | 2.12 | | 3.12 W3.10 | W4.8 | | 5.12 W5.7 | 6.14 W6.7 | | 7.14 W7.7 | 8.12 | |
| 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) | 1.12 W1.7 | 2.12 W2.7 | | 3.12 W3.10 | 4.12 | | 5.12 W5.7 | W6.7 | | 7.14 W7.7 | 8.12 W8.5 | |

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 |
|---|--------|----------------|---------------------------------|----------------|----------------|----------------------------------|----------------|----------------|----------------------------------|----------------|----------------|----------------------------------|
| understand short, simple personal letters. (READING CORRESPONDENCE) | | | | 11.13 | | | | | | | | |
| get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. (READING FOR INFORMATION AND ARGUMENT) | | 10.12 | | 11.13 | 12.13 | | W13.3 | 14.12 | | 15.13 W15.7 | 16.12 W16.5 | |
| 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) | 9.11 | 10.12 W10.6 | | 11.13 W11.6 | 12.13 W12.4 | | 13.12 W13.3 | 14.12 W14.5 | | 15.13 | 16.12 W16.5 | |