

# CEFR Guide

## *OWN IT!* Level 2

### A2

Common European Framework of Reference for Languages (CEFR)

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## Part 1 The level of *Own it! Level 2*

*Own It! Level 2* covers level A2 of the CEFR. This table describes the general degree of skill achieved by learners at this level.

| Skill                                    | Learners will be able to:   |
|--|---|
| <b>Listening</b>                         | understand phrases and very high frequency vocabulary related to areas of the most immediate personal relevance (e.g. very basic personal and family information, shopping, local geography, employment);<br>catch the main point in short, clear, simple, messages and announcements.  |
| <b>Reading</b>                           | read short simple texts, including short, simple personal letters and emails;<br>find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables.   |
| <b>Speaking</b>                          | communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities;<br>handle very short social exchanges;<br>use a series of phrases and sentences to describe in simple terms their family and other people, living conditions, their educational background, and their present or most recent job.  |
| <b>Writing</b>                           | write short simple notes, messages, and emails relating to matters in areas of immediate need;<br>write a simple personal letter, for example thanking someone for something.   |
| <b>Communicative language competence</b> | use basic sentence patterns and phrases, groups of a few words and formulae in order to communicate limited information in everyday situations;<br>use some simple grammatical structures correctly;<br>speak with a clear enough pronunciation to be understood;<br>perform and respond to basic language functions such as information exchange, requests, and invitations, and can express opinions and attitudes in a simple way;<br>socialise simply but effectively using common expressions and using everyday polite forms of greeting and address. |
| <b>Communication strategies</b>          | 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;<br>indicate when they are following.  |

## Part 2 How the goals of the CEFR are realised in *Own it! Level 2*

### LISTENING

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

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

#### OVERALL LISTENING COMPREHENSION

Can understand phrases and expressions related to very familiar topics, e.g. very basic personal and family information, shopping, local geography, employment.

| Starter   | Unit 1     | Unit 2     | Unit 3     | Unit 4     | Unit 5     | Unit 6     | Unit 7     | Unit 8     | Unit 9      |
|-----------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| 6 (video) | 10 (video) | 22 (video) | 34 (video) | 46 (video) | 58 (video) | 70 (video) | 82 (video) | 94 (video) | 106 (video) |
| 7         | 13 (video) | 25 (video) | 37 (video) | 49 (video) | 61 (video) | 73 (video) | 85 (video) | 97 (video) | 109 (video) |
| 8 (video) | 14         | 26         | 38         | 50         | 62         | 74         | 86         | 98         | 110         |
|           | 15 (video) | 27 (video) | 39 (video) | 51 (video) | 63 (video) | 75 (video) | 87 (video) | 99 (video) | 111 (video) |
|           | 16         | 28         | 40         | 52         | 64         | 76         | 88         | 100        | 112         |
|           | 16 (video) | 28 (video) | 40 (video) | 52 (video) | 64 (video) | 76 (video) | 88 (video) |            | 112 (video) |
|           | 18 (video) | 30         | 42 (video) | 54         | 66 (video) | 79         | 90 (video) |            | 114 (video) |

**UNDERSTANDING INTERACTION**

Can generally identify the topic of discussion around them that is conducted slowly and clearly.

| Starter | Unit 1 | Unit 2 | Unit 3     | Unit 4     | Unit 5     | Unit 6     | Unit 7     | Unit 8 | Unit 9      |
|---------|--------|--------|------------|------------|------------|------------|------------|--------|-------------|
| 7       | 16     | 28     | 40         | 52         | 64         | 76         | 86         | 100    | 110         |
|         |        | 30     | 40 (video) | 52 (video) | 64 (video) | 76 (video) | 88         |        | 112         |
|         |        |        |            | 54         |            | 79         | 88 (video) |        | 112 (video) |

**LISTENING TO ANNOUNCEMENTS & INSTRUCTIONS**

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.

| Starter | Unit 1     | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6     | Unit 7 | Unit 8 | Unit 9 |
|---------|------------|--------|--------|--------|--------|------------|--------|--------|--------|
|         | 15 (video) |        |        |        |        | 73 (video) |        |        |        |
|         |            |        |        |        |        | 75 (video) |        |        |        |

**LISTENING TO MEDIA & RECORDINGS**

Can understand and extract the essential information from short recorded passages.

Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary.

| Starter   | Unit 1     | Unit 2     | Unit 3     | Unit 4     | Unit 5     | Unit 6     | Unit 7     | Unit 8     | Unit 9      |
|-----------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| 6 (video) | 13 (video) | 25 (video) | 37 (video) | 49 (video) | 61 (video) | 73 (video) | 85 (video) | 97 (video) | 109 (video) |
| 8 (video) | 10 (video) | 22 (video) | 34 (video) | 46 (video) | 58 (video) | 70 (video) | 82 (video) | 94 (video) | 106 (video) |
|           | 15 (video) | 26         | 39 (video) | 51 (video) | 63 (video) | 74         | 86         | 98         | 111 (video) |
|           | 16 (video) | 27 (video) | 40 (video) | 52 (video) | 64 (video) | 75 (video) | 87 (video) | 99 (video) | 112 (video) |
|           | 18 (video) | 28 (video) | 42 (video) |            | 66 (video) | 76 (video) | 88 (video) |            | 114 (video) |
|           |            |            |            |            |            |            | 90 (video) |            |             |

**READING**

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

**READING CORRESPONDENCE**

Can understand basic types of standard routine letters, emails, short simple personal letters etc.

| Starter | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 | Unit 9 |
|---------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| 5       | 12     |        |        |        |        | 77     |        | 96     |        |

**READING FOR ORIENTATION**

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

Can understand everyday signs and notices in public places.

| Starter | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 | Unit 9 |
|---------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
|         |        | 30     |        | 54     |        |        |        |        | 108    |

## READING FOR INFORMATION & ARGUMENT

Can identify specific information in simple written material such as letters, brochures and short newspaper or online articles.

| Starter | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 | Unit 9 |
|---------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| 5       | 12     | 24     | 36     | 48     | 60     | 72     | 84     | 96     | 108    |
| 9       | 17     | 29     | 41     | 53     | 65     | 77     | 89     | 101    | 113    |
|         | 18     | 30     | 42     | 57     | 66     | 78     | 90     | 102    | 114    |
|         |        |        |        |        |        | 81     |        | 105    | 117    |

## 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 use simple everyday polite forms of greeting, address, farewells, introductions, giving thanks.

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

Can express how they feel in simple terms.

Can make and respond to invitations, invitations and apologies.

Can say what they like and dislike.

| Starter | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 | Unit 9 |
|---------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| 4       | 10     | 22     | 34     | 46     | 58     | 70     | 82     | 94     | 106    |
| 5       | 11     | 23     | 35     | 49     | 60     | 76     | 84     | 95     | 107    |
| 7       | 14     | 24     | 36     | 50     | 64     |        | 87     | 96     | 109    |
|         | 16     | 28     | 40     | 52     |        |        | 91     | 100    | 110    |
|         | 19     |        | 43     | 57     |        |        | 93     | 105    | 112    |
|         |        |        |        |        |        |        |        |        | 115    |

## INFORMAL DISCUSSION (WITH FRIENDS)

Can participate in a discussion about everyday practical issues in a simple way

Can make and respond to suggestions.

Can agree and disagree with others.

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

| Starter | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 | Unit 9 |
|---------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
|         | 16     |        |        |        |        | 76     |        |        |        |
|         |        |        |        |        |        | 81     |        |        | 117    |

**GOAL-ORIENTED COOPERATION (e.g. Repairing a car, discussing a document, organizing an event)**

Can manage simple, routine tasks, e.g.

- asking for and providing things.
- getting simple information.
- discussing what to do next.
- making and responding to suggestions.
- asking for and giving directions.

| Starter | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 | Unit 9 |
|---------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
|         |        | 30     |        | 54     |        | 79     |        | 102    |        |
|         |        | 31     |        | 55     |        | 80     |        | 103    |        |

**INFORMATION EXCHANGE**

Can ask for and provide personal information e.g. about habits, routines, pastimes and past activities.

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.

| Starter | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 | Unit 9 |
|---------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| 6       | 11     | 22     | 35     | 47     | 61     | 71     | 83     | 97     | 109    |
| 8       | 13     | 25     | 37     | 49     | 62     | 73     | 85     | 98     | 111    |
|         | 14     | 27     | 38     | 51     | 63     |        | 86     | 99     |        |
|         | 15     | 28     |        |        |        |        | 87     |        |        |
|         | 21     |        |        |        |        |        | 88     |        |        |

**INTERVIEWING AND BEING INTERVIEWED**

Can answer simple questions and respond to simple statements in an interview.

| Starter | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 | Unit 9 |
|---------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
|         |        | 25     |        | 48     |        |        |        |        |        |

**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 as a simple list of points.

Can give short, basic descriptions of

- events and activities.
- plans and arrangements, habits and routines, past activities and personal experiences.
- their family, living conditions, educational background, present or most recent job.
- people, places and possessions.

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

Can explain what they like or dislike about something.

| Starter | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 | Unit 9 |
|---------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| 7       | 12     | 28     | 38     |        | 59     | 74     |        | 98     |        |
|         |        |        | 39     |        | 64     | 81     |        |        |        |
|         |        |        | 40     |        | 69     |        |        |        |        |

## WRITING

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

### CORRESPONDENCE

Can write very simple personal letters or emails etc.

| Starter | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 | Unit 9 |
|---------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
|         |        |        |        |        |        | 77     |        |        |        |

### CREATIVE WRITING

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

Can write a series of simple phrases and sentences about everyday/personal matters e.g. family, people, places, a job or study experience, living conditions, educational background, present or most recent job.

| Starter | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 | Unit 9 |
|---------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| 9       | 17     | 29     | 41     | 53     | 65     | 77     | 89     | 101    | 113    |
|         |        | 31     |        | 55     |        | 79     |        | 103    |        |

### COHERENCE

Can use the most frequently occurring connectors to link simple sentences and phrases in order to tell a story or describe something as a simple list of points.

| Starter | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 | Unit 9 |
|---------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
|         | 17     | 29     | 41     |        | 65     |        | 89     |        | 113    |
|         |        |        |        |        |        |        |        |        | 115    |

## COMMUNICATIVE LANGUAGE COMPETENCE

### VOCABULARY RANGE

Can understand high frequency everyday or job-related language.

Has sufficient vocabulary to conduct routine, everyday transactions and express basic communicative and survival needs.

| Starter | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 | Unit 9 |
|---------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| 4       | 11     | 23     | 35     | 47     | 59     | 71     | 83     | 95     | 107    |
| 5       | 12     | 24     | 36     | 50     | 60     | 72     | 84     | 96     | 108    |
| 7       | 14     | 26     | 38     | 52     | 62     | 74     | 86     | 98     | 110    |
|         | 15     | 28     | 40     | 53     | 64     | 76     | 88     | 100    | 112    |
|         | 16     | 32     | 42     | 56     | 67     | 77     | 91     | 101    | 113    |
|         | 20     |        | 43     |        | 68     | 80     | 92     | 104    | 115    |
|         |        |        | 44     |        |        |        |        |        | 116    |

**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.

| Starter | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 | Unit 9 |
|---------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| 6       | 13     | 25     | 37     | 49     | 61     | 73     | 85     | 97     | 109    |
| 8       | 15     | 27     | 39     | 51     | 63     | 75     | 87     | 99     | 111    |
|         | 20     | 32     | 44     | 56     | 68     | 80     | 92     | 104    | 116    |

**PHONOLOGICAL CONTROL**

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

| Starter | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 | Unit 9 |
|---------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| 4       | 13     | 25     | 35     | 47     | 59     | 71     | 83     | 95     | 107    |
| 7       | 14     | 26     | 38     | 50     | 62     | 74     | 86     | 98     | 110    |
|         | 141    | 141    | 141    | 141    | 141    | 142    | 142    | 142    | 142    |

**SOCIOLINGUISTIC APPROPRIATENESS**

Can handle very short social exchanges, using everyday polite forms of greeting and address.

| Starter | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 | Unit 9 |
|---------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
|         | 16     | 28     | 40     | 52     | 64     | 76     | 88     | 100    | 112    |

**COMMUNICATION STRATEGIES****IDENTIFYING CUES AND INFERRING**

Can use an idea of the overall meaning of short texts on everyday topics to guess the probable meaning of unknown words.

| Starter | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 | Unit 9 |
|---------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| 2       | 12     | 24     | 36     |        | 60     | 72     |        |        | 108    |
|         | 19     | 33     | 42     |        |        |        |        |        |        |
|         |        |        | 43     |        |        |        |        |        |        |
|         |        |        | 45     |        |        |        |        |        |        |

**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 very simply for repetition when they do not understand.

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

Can indicate whether they are following or not.

| Starter | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 | Unit 9 |
|---------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
|         | 16     | 28     | 40     | 52     | 64     | 76     | 88     | 100    | 112    |

## Part 3 How each unit of *Own it! Level 2* relates to the CEFR

### Starter unit

| Skill area                        | Goal                                       | Page                    |
|-----------------------------------|--|-------------------------|
| Listening                         | OVERALL LISTENING COMPREHENSION            | 6 (video), 7, 8 (video) |
|                                   | UNDERSTANDING INTERACTION                  | 7                       |
|                                   | LISTENING TO MEDIA & RECORDINGS            | 6 (video), 8 (video)    |
| Reading                           | READING CORRESPONDENCE                     | 5                       |
|                                   | READING FOR INFORMATION & ARGUMENT         | 5, 9                    |
| Speaking                          | CONVERSATION                               | 4, 5, 7                 |
|                                   | INFORMATION EXCHANGE                       | 6, 8                    |
|                                   | SUSTAINED MONOLOGUE: Describing Experience | 7                       |
| Writing                           | CREATIVE WRITING                           | 9                       |
| Communicative language competence | VOCABULARY RANGE                           | 4, 5, 7                 |
|                                   | GRAMMATICAL ACCURACY                       | 6, 8                    |
|                                   | PHONOLOGICAL CONTROL                       | 4, 7                    |
| Communication strategies          | IDENTIFYING CUES AND INFERRING             | 2                       |

### Unit 1

| Skill area                        | Goal   | Page   |
|-----------------------------------|--|--|
| Listening                         | OVERALL LISTENING COMPREHENSION  | 10 (video), 13 (video), 14, 15 (video), 16, 16 (video), 18 (video) |
|                                   | UNDERSTANDING INTERACTION  | 16   |
|                                   | LISTENING TO ANNOUNCEMENTS & INSTRUCTIONS  | 15 (video)   |
|                                   | LISTENING TO MEDIA & RECORDINGS  | 13 (video), 10 (video), 15 (video), 16 (video), 18 (video)         |
| Reading                           | READING CORRESPONDENCE   | 12   |
|                                   | READING FOR INFORMATION & ARGUMENT   | 12, 17, 18   |
| Speaking                          | CONVERSATION   | 10, 11, 14, 16, 19   |
|                                   | INFORMAL DISCUSSION (WITH FRIENDS)   | 16   |
|                                   | INFORMATION EXCHANGE   | 11, 13, 14, 15, 21   |
|                                   | SUSTAINED MONOLOGUE: Describing Experience   | 12   |
| Writing                           | CREATIVE WRITING   | 17   |
|                                   | COHERENCE  | 17   |
| Communicative language competence | VOCABULARY RANGE   | 11, 12, 14, 15, 16, 20   |
|                                   | GRAMMATICAL ACCURACY   | 13, 15, 20   |
|                                   | PHONOLOGICAL CONTROL   | 13, 14, 141  |
|                                   | SOCIOLINGUISTIC APPROPRIATENESS  | 16   |
| Communication strategies          | IDENTIFYING CUES AND INFERRING   | 12, 19   |
|                                   | TAKING THE FLOOR (TURN-TAKING), COOPERATING, ASKING FOR CLARIFICATION, COMPENSATING, MONITORING & REPAIR | 16   |



## Unit 2

| Skill area                        | Goal  | Page   |
|-----------------------------------|---|--|
| Listening                         | OVERALL LISTENING COMPREHENSION   | 22 (video), 25 (video), 26, 27 (video), 28, 28 (video), 30 |
|                                   | UNDERSTANDING INTERACTION   | 28, 30   |
|                                   | LISTENING TO MEDIA & RECORDINGS   | 25 (video), 22 (video), 26, 27 (video), 28 (video)         |
| Reading                           | READING FOR ORIENTATION   | 30   |
|                                   | READING FOR INFORMATION & ARGUMENT  | 24, 29, 30   |
| Speaking                          | CONVERSATION  | 22, 23, 24, 28   |
|                                   | GOAL-ORIENTED COOPERATION (e.g. Repairing a car, discussing a document, organising an event)            | 30, 31   |
|                                   | INFORMATION EXCHANGE  | 22, 25, 27, 28   |
|                                   | INTERVIEWING AND BEING INTERVIEWED  | 25   |
|                                   | SUSTAINED MONOLOGUE: Describing Experience  | 28   |
| Writing                           | CREATIVE WRITING  | 29, 31   |
|                                   | COHERENCE   | 29   |
| Communicative language competence | VOCABULARY RANGE  | 23, 24, 26, 28, 32   |
|                                   | GRAMMATICAL ACCURACY  | 25, 27, 32   |
|                                   | PHONOLOGICAL CONTROL  | 25, 26, 141  |
|                                   | SOCIOLINGUISTIC APPROPRIATENESS   | 28   |
| Communication strategies          | IDENTIFYING CUES AND INFERRING  | 24, 33   |
|                                   | TAKING THE FLOOR (TURNTAKING), COOPERATING, ASKING FOR CLARIFICATION, COMPENSATING, MONITORING & REPAIR | 28   |

## Unit 3

| Skill area                        | Goal  | Page   |
|-----------------------------------|---|--|
| Listening                         | OVERALL LISTENING COMPREHENSION   | 34 (video), 37 (video), 38, 39 (video), 40, 40 (video), 42 (video) |
|                                   | UNDERSTANDING INTERACTION   | 40, 40 (video)   |
|                                   | LISTENING TO MEDIA & RECORDINGS   | 37 (video), 34 (video), 39 (video), 40 (video), 42 (video)         |
| Reading                           | READING FOR INFORMATION & ARGUMENT  | 36, 41, 42   |
| Speaking                          | CONVERSATION  | 34, 35, 36, 40, 43   |
|                                   | INFORMATION EXCHANGE  | 35, 37, 38   |
|                                   | SUSTAINED MONOLOGUE: Describing Experience  | 38, 39, 40   |
| Writing                           | CREATIVE WRITING  | 41   |
|                                   | COHERENCE   | 41   |
| Communicative language competence | VOCABULARY RANGE  | 35, 36, 38, 40, 42, 43, 44   |
|                                   | GRAMMATICAL ACCURACY  | 37, 39, 44   |
|                                   | PHONOLOGICAL CONTROL  | 35, 38, 141  |
|                                   | SOCIOLINGUISTIC APPROPRIATENESS   | 40   |
| Communication strategies          | IDENTIFYING CUES AND INFERRING  | 36, 42, 43, 45   |
|                                   | TAKING THE FLOOR (TURNTAKING), COOPERATING, ASKING FOR CLARIFICATION, COMPENSATING, MONITORING & REPAIR | 40   |

## Unit 4

| Skill area                        | Goal  | Page   |
|-----------------------------------|---|--|
| Listening                         | OVERALL LISTENING COMPREHENSION   | 46 (video), 49 (video), 50, 51 (video), 52, 52 (video), 54 |
|                                   | UNDERSTANDING INTERACTION   | 52, 52 (video), 54   |
|                                   | LISTENING TO MEDIA & RECORDINGS   | 49 (video), 46 (video), 51 (video), 52 (video)             |
| Reading                           | READING FOR ORIENTATION   | 54   |
|                                   | READING FOR INFORMATION & ARGUMENT  | 48, 53, 57   |
| Speaking                          | CONVERSATION  | 46, 49, 50, 52, 57   |
|                                   | GOAL-ORIENTED COOPERATION (e.g. Repairing a car, discussing a document, organising an event)            | 54, 55   |
|                                   | INFORMATION EXCHANGE  | 47, 49, 51   |
|                                   | INTERVIEWING AND BEING INTERVIEWED  | 48   |
| Writing                           | CREATIVE WRITING  | 53, 55   |
| Communicative language competence | VOCABULARY RANGE  | 47, 50, 52, 53, 56   |
|                                   | GRAMMATICAL ACCURACY  | 49, 51, 56   |
|                                   | PHONOLOGICAL CONTROL  | 47, 50, 141  |
|                                   | SOCIOLINGUISTIC APPROPRIATENESS   | 52   |
| Communication strategies          | TAKING THE FLOOR (TURNTAKING), COOPERATING, ASKING FOR CLARIFICATION, COMPENSATING, MONITORING & REPAIR | 52   |

## Unit 5

| Skill area                        | Goal  | Page   |
|-----------------------------------|---|--|
| Listening                         | OVERALL LISTENING COMPREHENSION   | 58 (video), 61 (video), 62, 63 (video), 64, 64 (video), 66 (video) |
|                                   | UNDERSTANDING INTERACTION   | 64, 64 (video)   |
|                                   | LISTENING TO MEDIA & RECORDINGS   | 61 (video), 58 (video), 63 (video), 64 (video), 66 (video)         |
| Reading                           | READING FOR INFORMATION & ARGUMENT  | 60, 65, 66   |
| Speaking                          | CONVERSATION  | 58, 60, 64   |
|                                   | INFORMATION EXCHANGE  | 61, 62, 63   |
|                                   | SUSTAINED MONOLOGUE: Describing Experience  | 59, 64, 69   |
| Writing                           | CREATIVE WRITING  | 65   |
|                                   | COHERENCE   | 65   |
| Communicative language competence | VOCABULARY RANGE  | 59, 60, 62, 64, 67, 68   |
|                                   | GRAMMATICAL ACCURACY  | 61, 63, 68   |
|                                   | PHONOLOGICAL CONTROL  | 59, 62, 141  |
|                                   | SOCIOLINGUISTIC APPROPRIATENESS   | 64   |
| Communication strategies          | IDENTIFYING CUES AND INFERRING  | 60   |
|                                   | TAKING THE FLOOR (TURNTAKING), COOPERATING, ASKING FOR CLARIFICATION, COMPENSATING, MONITORING & REPAIR | 64   |

## Unit 6

| Skill area                        | Goal  | Page   |
|-----------------------------------|---|--|
| Listening                         | OVERALL LISTENING COMPREHENSION   | 70 (video), 73 (video), 74, 75 (video), 76, 76 (video), 79 |
|                                   | UNDERSTANDING INTERACTION   | 76, 76 (video), 79   |
|                                   | LISTENING TO ANNOUNCEMENTS & INSTRUCTIONS   | 73 (video), 75 (video)                                     |
|                                   | LISTENING TO MEDIA & RECORDINGS   | 73 (video), 70 (video), 74, 75 (video), 76 (video)         |
| Reading                           | READING CORRESPONDENCE  | 77   |
|                                   | READING FOR INFORMATION & ARGUMENT  | 72, 77, 78, 81   |
| Speaking                          | CONVERSATION  | 70, 76   |
|                                   | INFORMAL DISCUSSION (WITH FRIENDS)  | 76, 81   |
|                                   | GOAL-ORIENTED COOPERATION (e.g. Repairing a car, discussing a document, organising an event)            | 79, 80   |
|                                   | INFORMATION EXCHANGE  | 71, 73   |
|                                   | SUSTAINED MONOLOGUE: Describing Experience  | 74, 81   |
| Writing                           | CORRESPONDENCE  | 77   |
|                                   | CREATIVE WRITING  | 77, 79   |
| Communicative language competence | VOCABULARY RANGE  | 71, 72, 74, 76, 77, 80                                     |
|                                   | GRAMMATICAL ACCURACY  | 73, 75, 80   |
|                                   | PHONOLOGICAL CONTROL  | 71, 74, 142  |
|                                   | SOCIOLINGUISTIC APPROPRIATENESS   | 76   |
| Communication strategies          | IDENTIFYING CUES AND INFERRING  | 72   |
|                                   | TAKING THE FLOOR (TURNTAKING), COOPERATING, ASKING FOR CLARIFICATION, COMPENSATING, MONITORING & REPAIR | 76   |

## Unit 7

| Skill area                        | Goal  | Page   |
|-----------------------------------|---|--|
| Listening                         | OVERALL LISTENING COMPREHENSION   | 82 (video), 85 (video), 86, 87 (video), 88, 88 (video), 90 (video) |
|                                   | UNDERSTANDING INTERACTION   | 86, 88, 88 (video)   |
|                                   | LISTENING TO MEDIA & RECORDINGS   | 85 (video), 82 (video), 86, 87 (video), 88 (video), 90 (video)     |
| Reading                           | READING FOR INFORMATION & ARGUMENT  | 84, 89, 90   |
| Speaking                          | CONVERSATION  | 82, 84, 87, 91, 93   |
|                                   | INFORMATION EXCHANGE  | 83, 85, 86, 87, 88   |
| Writing                           | CREATIVE WRITING  | 89   |
|                                   | COHERENCE   | 89   |
| Communicative language competence | VOCABULARY RANGE  | 83, 84, 86, 88, 91, 92   |
|                                   | GRAMMATICAL ACCURACY  | 85, 87, 92   |
|                                   | PHONOLOGICAL CONTROL  | 83, 86, 142  |
|                                   | SOCIOLINGUISTIC APPROPRIATENESS   | 88   |
| Communication strategies          | TAKING THE FLOOR (TURNTAKING), COOPERATING, ASKING FOR CLARIFICATION, COMPENSATING, MONITORING & REPAIR | 88   |

## Unit 8

| Skill area                        | Goal  | Page  |
|-----------------------------------|---|---|
| Listening                         | OVERALL LISTENING COMPREHENSION   | 94 (video), 97 (video), 98, 99 (video), 100 |
|                                   | UNDERSTANDING INTERACTION   | 100   |
|                                   | LISTENING TO MEDIA & RECORDINGS   | 97 (video), 94 (video), 98, 99 (video)      |
| Reading                           | READING CORRESPONDENCE  | 96  |
|                                   | READING FOR INFORMATION & ARGUMENT  | 96, 101, 102, 105                           |
| Speaking                          | CONVERSATION  | 94, 95, 96, 100, 105                        |
|                                   | GOAL-ORIENTED COOPERATION (e.g. Repairing a car, discussing a document, organising an event)            | 102, 103                                    |
|                                   | INFORMATION EXCHANGE  | 97, 98, 99                                  |
|                                   | INTERVIEWING AND BEING INTERVIEWED  | 100   |
|                                   | SUSTAINED MONOLOGUE: Describing Experience  | 98  |
| Writing                           | CREATIVE WRITING  | 101, 103                                    |
| Communicative language competence | VOCABULARY RANGE  | 95, 96, 98, 100, 101, 104                   |
|                                   | GRAMMATICAL ACCURACY  | 97, 99, 104                                 |
|                                   | PHONOLOGICAL CONTROL  | 95, 98, 142                                 |
|                                   | SOCIOLINGUISTIC APPROPRIATENESS   | 100   |
| Communication strategies          | TAKING THE FLOOR (TURNTAKING), COOPERATING, ASKING FOR CLARIFICATION, COMPENSATING, MONITORING & REPAIR | 100   |

## Unit 9

| Skill area                        | Goal  | Page  |
|-----------------------------------|---|---|
| Listening                         | OVERALL LISTENING COMPREHENSION   | 106 (video), 109 (video), 110, 111 (video), 112, 112 (video), 114 (video) |
|                                   | UNDERSTANDING INTERACTION   | 110, 112, 112 (video)   |
|                                   | LISTENING TO MEDIA & RECORDINGS   | 109 (video), 106 (video), 111 (video), 112 (video), 114 (video)           |
| Reading                           | READING FOR ORIENTATION   | 108   |
|                                   | READING FOR INFORMATION & ARGUMENT  | 108, 113, 114, 117  |
| Speaking                          | CONVERSATION  | 106, 107, 109, 110, 112, 115  |
|                                   | INFORMAL DISCUSSION (WITH FRIENDS)  | 117   |
|                                   | INFORMATION EXCHANGE  | 109, 111  |
| Writing                           | CREATIVE WRITING  | 113   |
|                                   | COHERENCE   | 113, 115  |
| Communicative language competence | VOCABULARY RANGE  | 107, 108, 110, 112, 113, 115, 116   |
|                                   | GRAMMATICAL ACCURACY  | 109, 111, 116   |
|                                   | PHONOLOGICAL CONTROL  | 107, 110, 142   |
|                                   | SOCIOLINGUISTIC APPROPRIATENESS   | 112   |
| Communication strategies          | IDENTIFYING CUES AND INFERRING  | 108   |
|                                   | TAKING THE FLOOR (TURNTAKING), COOPERATING, ASKING FOR CLARIFICATION, COMPENSATING, MONITORING & REPAIR | 112   |