

**Unit 1**

Skill	The language user at A1* can:	Exercise
<b>Speaking</b>	describe him/herself, what he/she does and where he/she lives. (DESCRIBING EXPERIENCE)	5
	make an introduction and use basic greeting and leave-taking expressions. (CONVERSATION)	1, 2, 3, 4, 9 W1, W3, W4, W6, W8, W9, W11
	ask how people are and react to news. (CONVERSATION)	7, 9
	participate in short conversations in routine contexts on topics of interest. (CONVERSATION)	6
	ask and answer questions about themselves and other people, where they live, people they know, things they have. (INFORMATION EXCHANGE)	1, 2, 3, 4, 5, 8, 11 W2, W3, W4, W5, W6, W8, W9, W10, W12
	say he/she didn't follow. (ASKING FOR CLARIFICATION)	2
	ask very simply for repetition when he/she does not understand. (ASKING FOR CLARIFICATION)	2
<b>Writing</b>	write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job. (CREATIVE WRITING)	W12
	write about everyday aspects of his/her environment, e.g. people, places, a job or study experience in linked sentences. (CREATIVE WRITING)	W7
<b>Listening</b>	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)	3, 10
<b>Reading</b>	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)	12 W7

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

\* The first unit of Interchange 5th Edition Level 1 reviews key competencies at level A1 of the Common European Framework (CEFR). The other units cover competencies required at level A2.

**Unit 2**

Skill	The language user can:	Exercise
<b>Speaking</b>	describe people, places and possessions in simple terms. (DESCRIBING EXPERIENCE)	2, 3, 8 W1, W2, W3, W11
	give short, basic descriptions of events and activities (DESCRIBING EXPERIENCE)	W9, W10, W12
	participate in short conversations in routine contexts on topics of interest. (CONVERSATION)	1
	ask and answer questions about what they do at work and in free time. (INFORMATION EXCHANGE)	4, 5 W5, W6, W8
	ask and answer questions about habits and routines. (INFORMATION EXCHANGE)	7, 9, 11
<b>Writing</b>	write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job. (CREATIVE WRITING)	6 W2, W7
	write about everyday aspects of his/her environment, e.g. people, places, a job or study experience in linked sentences. (CREATIVE WRITING)	W4
<b>Listening</b>	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)	4, 7, 10
<b>Reading</b>	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)	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)	12 W7

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

## Units 1–2 Progress Check

Skill	The language user can:	Exercise
<b>Speaking</b>	make an introduction and use basic greeting and leave-taking expressions. (CONVERSATION)	1
	ask and answer questions about themselves and other people, where they live, people they know, things they have. (INFORMATION EXCHANGE)	2
	ask and answer questions about what they do at work and in free time. (INFORMATION EXCHANGE)	3, 4
	ask and answer questions about habits and routines. (INFORMATION EXCHANGE)	5
	say he/she didn't follow. (ASKING FOR CLARIFICATION)	1
	ask very simply for repetition when he/she does not understand. (ASKING FOR CLARIFICATION)	1
<b>Listening</b>	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)	4

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

**Unit 3**

Skill	The language user can:	Exercise
<b>Speaking</b>	use simple descriptive language to make brief statements about and compare objects and possessions. (DESCRIBING EXPERIENCE)	8, 9, 10 W1, W3, W4, W6, W7, W8
	explain what he/she likes or dislikes about something. (DESCRIBING EXPERIENCE)	9, 10 W1, W4, W7
	say what he/she likes and dislikes. (CONVERSATION)	9, 10 W1, W4, W7, W9
	participate in short conversations in routine contexts on topics of interest. (CONVERSATION)	1
	give and receive information about quantities, numbers, prices, etc. (TRANSACTIONS TO OBTAIN GOODS AND SERVICES)	2, 3, 4, 5, 7 W2, W5
	make simple purchases by stating what is wanted and asking the price. (TRANSACTIONS TO OBTAIN GOODS AND SERVICES)	2, 3, 4, 5, 7 W2, W5
<b>Writing</b>	write a series of simple phrases and sentences about his/her family, living conditions, educational background, present or most recent job. (CREATIVE WRITING)	11
	write about everyday aspects of his/her environment, e.g. people, places, a job or study experience in linked sentences. (CREATIVE WRITING)	W10
<b>Listening</b>	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)	2, 6, 9
<b>Reading</b>	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)	12 W10
	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)	12 W10

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

**Unit 4**

Skill	The language user can:	Exercise
<b>Speaking</b>	describe people, places and possessions in simple terms. (DESCRIBING EXPERIENCE)	W3
	give short, basic descriptions of events and activities (DESCRIBING EXPERIENCE)	W7
	make and respond to invitations, suggestions and apologies. (CONVERSATION)	8, 9, 11 W9, W10, W11
	say what he/she likes and dislikes. (CONVERSATION)	2, 3, 4, 5, 6 W1, W2, W4, W5, W6, W9, W12
	participate in short conversations in routine contexts on topics of interest. (CONVERSATION)	1
	discuss what to do, where to go and make arrangements to meet. (INFORMAL DISCUSSION)	8, 9, 11 W10, W11
<b>Writing</b>	write a series of simple phrases and sentences about his/her family, living conditions, educational background, present or most recent job. (CREATIVE WRITING)	W5, W6, W7
	write short, simple notes and messages relating to matters in areas of immediate need. (NOTES, MESSAGES AND FORMS)	10
<b>Listening</b>	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)	3, 7, 8
<b>Reading</b>	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)	W8
	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)	12

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

### Units 3–4 Progress Check

Skill	The language user can:	Exercise
<b>Speaking</b>	use simple descriptive language to make brief statements about and compare objects and possessions. (DESCRIBING EXPERIENCE)	2
	explain what he/she likes or dislikes about something. (DESCRIBING EXPERIENCE)	2
	make and respond to invitations, suggestions and apologies. (CONVERSATION)	4
	say what he/she likes and dislikes. (CONVERSATION)	1, 2, 3
	give and receive information about quantities, numbers, prices, etc. (TRANSACTIONS TO OBTAIN GOODS AND SERVICES)	1
<b>Listening</b>	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

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

**Unit 5**

Skill	The language user can:	Exercise
<b>Speaking</b>	describe his/her family, living conditions, educational background, present or most recent job. (DESCRIBING EXPERIENCE)	1, 3, 4, 7, 9, 10 W2, W4, W5
	describe people, places and possessions in simple terms. (DESCRIBING EXPERIENCE)	W1, W3
	give short, basic descriptions of events and activities. (DESCRIBING EXPERIENCE)	5, 6 W2, W4, W5, W9, W10, W11
	participate in short conversations in routine contexts on topics of interest. (CONVERSATION)	8
	give and receive information about quantities, numbers, prices, etc. (TRANSACTIONS TO OBTAIN GOODS AND SERVICES)	10 W8
	ask for and provide personal information. (INFORMATION EXCHANGE)	1, 3, 4, 7, 9
<b>Writing</b>	write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job. (CREATIVE WRITING)	11
	write about everyday aspects of his/her environment, e.g. people, places, a job or study experience in linked sentences. (CREATIVE WRITING)	W6
<b>Listening</b>	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)	2, 3, 9
<b>Reading</b>	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)	12 W7
	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)	12 W7

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

**Unit 6**

Skill	The language user can:	Exercise
<b>Speaking</b>	describe people, places and possessions in simple terms. (DESCRIBING EXPERIENCE)	W1
	give short, basic descriptions of events and activities (DESCRIBING EXPERIENCE)	W5, W6, W10
	explain what he/she likes or dislikes about something. (DESCRIBING EXPERIENCE)	8
	say what he/she likes and dislikes (CONVERSATION)	W11
	participate in short conversations in routine contexts on topics of interest. (CONVERSATION)	1 W11
	ask and answer questions about what they do at work and in free time. (INFORMATION EXCHANGE)	2, 3, 4, 5, 6, 8, 10, 11, 13 W2, W3, W8, W9
	ask and answer questions about habits and routines. (INFORMATION EXCHANGE)	3, 4, 5, 6, 8, 10, 11, 13 W2, W3, W8, W9
<b>Writing</b>	write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job. (CREATIVE WRITING)	9 W10, W11
	write about everyday aspects of his/her environment, e.g. people, places, a job or study experience in linked sentences. (CREATIVE WRITING)	W4
<b>Listening</b>	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)	3, 7, 10, 12
<b>Reading</b>	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)	14 W7
	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)	W7

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



## Units 5–6 Progress Check

Skill	The language user can:	Exercise
Speaking	describe his/her family, living conditions, educational background, present or most recent job. (DESCRIBING EXPERIENCE)	3
	give short, basic descriptions of events and activities. (DESCRIBING EXPERIENCE)	1, 2, 3
	give and receive information about quantities, numbers, prices, etc. (TRANSACTIONS TO OBTAIN GOODS AND SERVICES)	3
	ask and answer questions about what they do at work and in free time. (INFORMATION EXCHANGE)	4
	ask for and provide personal information. (INFORMATION EXCHANGE)	3
	ask and answer questions about habits and routines. (INFORMATION EXCHANGE)	4

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

**Unit 7**

Skill	The language user can:	Exercise
<b>Speaking</b>	give short, basic descriptions of events and activities. (DESCRIBING EXPERIENCE)	2, 3, 5, 8, 9, 10, 11 W1, W2, W3, W5, W6, W10, W11
	ask and answer questions about what they do at work and in free time. (INFORMATION EXCHANGE)	1
	ask and answer questions about pastimes and past activities. (INFORMATION EXCHANGE)	2, 3, 4, 5, 6, 8, 9, 10, 11 W4, W8, W9
<b>Writing</b>	write very short, basic descriptions of events, past activities and personal experiences. (CREATIVE WRITING)	12 W1, W11
<b>Listening</b>	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)	2, 7, 9, 13
<b>Reading</b>	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)	14 W7
	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)	14 W7

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

**Unit 8**

Skill	The language user can:	Exercise
<b>Speaking</b>	describe people, places and possessions in simple terms. (DESCRIBING EXPERIENCE)	1, 10 W1, W2, W9
	describe everyday aspects of his/her environment e.g. people, places, a job or study experience. (DESCRIBING EXPERIENCE)	5, 8, 9 W6, W7
	participate in short conversations in routine contexts on topics of interest. (CONVERSATION)	7
	give and follow simple directions and instructions, e.g. explain how to get somewhere. (INFORMATION EXCHANGE)	2, 3, 4, 5 W1, W3, W4, W8
	give and receive information about quantities, numbers, prices, etc. (TRANSACTIONS TO OBTAIN GOODS AND SERVICES)	9, 10
<b>Writing</b>	write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job. (CREATIVE WRITING)	W2, W3, W4
	write about everyday aspects of his/her environment, e.g. people, places, a job or study experience in linked sentences. (CREATIVE WRITING)	11 W5
<b>Listening</b>	understand simple directions relating to how to get from X to Y, by foot or public transport. (UNDERSTANDING ANNOUNCEMENTS AND INSTRUCTIONS)	6
<b>Reading</b>	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)	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)	12 W5

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

**Units 7–8 Progress Check**

Skill	The language user can:	Exercise
<b>Speaking</b>	describe everyday aspects of his/her environment e.g. people, places, a job or study experience. (DESCRIBING EXPERIENCE)	3, 4
	give short, basic descriptions of events and activities. (DESCRIBING EXPERIENCE)	1, 2
	give and follow simple directions and instructions, e.g. explain how to get somewhere. (INFORMATION EXCHANGE)	3
	ask and answer questions about pastimes and past activities. (INFORMATION EXCHANGE)	2
<b>Listening</b>	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

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

**Unit 9**

Skill	The language user can:	Exercise
<b>Speaking</b>	describe people, places and possessions in simple terms. (DESCRIBING EXPERIENCE)	1, 2, 3, 5, 8, 9, 10 W1, W2, W3, W6, W7, W8, W9, W10
	participate in short conversations in routine contexts on topics of interest. (CONVERSATION)	7
<b>Writing</b>	write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job. (CREATIVE WRITING)	W2, W5, W7, W8
	write about everyday aspects of his/her environment, e.g. people, places, a job or study experience in linked sentences. (CREATIVE WRITING)	6 W4
<b>Listening</b>	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)	2, 4, 8
<b>Reading</b>	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)	11

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

**Unit 10**

Skill	The language user can:	Exercise
<b>Speaking</b>	participate in short conversations in routine contexts on topics of interest. (CONVERSATION)	1
	ask and answer questions about pastimes and past activities. (INFORMATION EXCHANGE)	2, 3, 4, 5, 6, 8, 9, 11 W1, W2, W3, W4, W5, W7, W9, W10
<b>Writing</b>	write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job. (CREATIVE WRITING)	W3, W5, W8
	write very short, basic descriptions of events, past activities and personal experiences. (CREATIVE WRITING)	10 W6
<b>Listening</b>	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)	2, 4, 7
<b>Reading</b>	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)	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)	12 W6

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

## Units 9–10 Progress Check

Skill	The language user can:	Exercise
Speaking	describe people, places and possessions in simple terms. (DESCRIBING EXPERIENCE)	1, 2
	ask and answer questions about pastimes and past activities. (INFORMATION EXCHANGE)	3, 4, 5
Listening	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)	4

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

**Unit 11**

Skill	The language user can:	Exercise
<b>Speaking</b>	describe everyday aspects of his/her environment e.g. people, places, a job or study experience. (DESCRIBING EXPERIENCE)	1, 2, 3 W1, W2, W3, W4, W5, W10
	make and respond to invitations, suggestions and apologies. (CONVERSATION)	7, 8, 9, 11, 12 W7, W8
	participate in short conversations in routine contexts on topics of interest. (CONVERSATION)	6
	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)	7, 8, 9, 11, 12 W8, W9, W10
<b>Writing</b>	write about everyday aspects of his/her environment, e.g. people, places, a job or study experience in linked sentences. (CREATIVE WRITING)	5 W3
<b>Listening</b>	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)	2, 4, 7, 10
<b>Reading</b>	understand short, simple personal letters. (READING CORRESPONDENCE)	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)	13
	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)	13 W6

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



**Unit 12**

Skill	The language user can:	Exercise
<b>Speaking</b>	give short, basic descriptions of events and activities. (DESCRIBING EXPERIENCE)	W3
	make and respond to invitations, suggestions and apologies. (CONVERSATION)	2, 3, 4, 5, 6, 8, 9, 11 W1, W2, W5, W6, W7, W8
	participate in short conversations in routine contexts on topics of interest. (CONVERSATION)	1
	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)	8, 9, 11 W1, W2, W5, W6, W7, W8
	ask about things and make simple transactions in shops, post offices or banks. (TRANSACTIONS TO OBTAIN GOODS AND SERVICES)	8, 9, 11 W6
	give and receive information about quantities, numbers, prices, etc. (TRANSACTIONS TO OBTAIN GOODS AND SERVICES)	7
<b>Writing</b>	write about everyday aspects of his/her environment, e.g. people, places, a job or study experience in linked sentences. (CREATIVE WRITING)	W4
	write very short, basic descriptions of events, past activities and personal experiences. (CREATIVE WRITING)	W3
	write short, simple notes and messages relating to matters in areas of immediate need. (NOTES, MESSAGES AND FORMS)	12 W1, W2, W5, W8
<b>Listening</b>	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)	2, 8, 10
<b>Reading</b>	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)	13
	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)	13 W4

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

## Units 11–12 Progress Check

Skill	The language user can:	Exercise
Speaking	describe everyday aspects of his/her environment e.g. people, places, a job or study experience. (DESCRIBING EXPERIENCE)	1
	make and respond to invitations, suggestions and apologies. (CONVERSATION)	2, 3, 4
	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)	2
Writing	write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job. (CREATIVE WRITING)	1
Listening	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

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

**Unit 13**

Skill	The language user can:	Exercise
<b>Speaking</b>	say what he/she likes and dislikes. (CONVERSATION)	1, 2, 3, 4 W2, W8
	participate in short conversations in routine contexts on topics of interest. (CONVERSATION)	1
	agree and disagree with others. (INFORMAL DISCUSSION)	2, 3, 4 W1, W8
	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)	10
	order a meal. (TRANSACTIONS TO OBTAIN GOODS AND SERVICES)	5, 6, 7, 8 W4, W5, W6, W7
<b>Writing</b>	write about everyday aspects of his/her environment, e.g. people, places, a job or study experience in linked sentences. (CREATIVE WRITING)	W2
	write very short, basic descriptions of events, past activities and personal experiences. (CREATIVE WRITING)	11
<b>Listening</b>	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)	2, 6, 9
<b>Reading</b>	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)	W3
	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)	12 W3

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

**Unit 14**

Skill	The language user can:	Exercise
<b>Speaking</b>	describe people, places and possessions in simple terms. (DESCRIBING EXPERIENCE)	1 W1
	use simple descriptive language to make brief statements about and compare objects and possessions. (DESCRIBING EXPERIENCE)	2, 3, 4, 7, 8, 9, 10 W2, W3, W4, W6, W7, W8
	make and respond to invitations, suggestions and apologies. (CONVERSATION)	5
	participate in short conversations in routine contexts on topics of interest. (CONVERSATION)	8
<b>Writing</b>	write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job. (CREATIVE WRITING)	W7
	write about everyday aspects of his/her environment, e.g. people, places, a job or study experience in linked sentences. (CREATIVE WRITING)	11
<b>Listening</b>	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)	2, 6, 9
<b>Reading</b>	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)	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)	12 W5

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

## Units 13–14 Progress Check

Skill	The language user can:	Exercise
<b>Speaking</b>	use simple descriptive language to make brief statements about and compare objects and possessions. (DESCRIBING EXPERIENCE)	4, 5
	say what he/she likes and dislikes. (CONVERSATION)	1
	agree and disagree with others. (INFORMAL DISCUSSION)	1
	order a meal. (TRANSACTIONS TO OBTAIN GOODS AND SERVICES)	3
<b>Writing</b>	write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job. (CREATIVE WRITING)	4
<b>Listening</b>	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)	2

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

**Unit 15**

Skill	The language user can:	Exercise
<b>Speaking</b>	describe plans and arrangements, habits and routines, past activities and personal experiences. (DESCRIBING EXPERIENCE)	2, 3, 4, 5, 6 W1, W2, W3, W6
	make and respond to invitations, suggestions and apologies. (CONVERSATION)	2, 3, 5 W4, W5, W11
	participate in short conversations in routine contexts on topics of interest. (CONVERSATION)	1
	discuss what to do, where to go and make arrangements to meet. (INFORMAL DISCUSSION)	2, 3, 5 W4, W5
	give and follow simple directions and instructions, e.g. explain how to get somewhere. (INFORMATION EXCHANGE)	7, 8, 10, 12 W8, W9, W10
<b>Writing</b>	write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job. (CREATIVE WRITING)	W2, W6
	take a short, simple message provided he/she can ask for repetition and reformulation. (NOTES, MESSAGES AND FORMS)	7, 8
	write short, simple notes and messages relating to matters in areas of immediate need. (NOTES, MESSAGES AND FORMS)	9 W5, W8, W9
<b>Listening</b>	catch the main point in short, clear, simple messages and announcements. (UNDERSTANDING ANNOUNCEMENTS AND INSTRUCTIONS)	7, 11
	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)	2
<b>Reading</b>	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)	13 W7
	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)	13

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

**Unit 16**

Skill	The language user can:	Exercise
<b>Speaking</b>	give short, basic descriptions of events and activities. (DESCRIBING EXPERIENCE)	2, 3, 5 W2, W3, W4, W6
	describe plans and arrangements, habits and routines, past activities and personal experiences. (DESCRIBING EXPERIENCE)	6, 7, 8, 9, 10 W7, W8, W9
	make and respond to invitations, suggestions and apologies. (CONVERSATION)	W3, W4, W8
	participate in short conversations in routine contexts on topics of interest. (CONVERSATION)	1
	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)	10
	ask for and provide personal information. (INFORMATION EXCHANGE)	2, 3, 5
<b>Writing</b>	write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job. (CREATIVE WRITING)	W3, W4, W8
	write short, simple notes and messages relating to matters in areas of immediate need. (NOTES, MESSAGES AND FORMS)	11 W10
<b>Listening</b>	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)	2, 4, 6
<b>Reading</b>	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)	12 W5
	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)	12 W5

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

## Units 15–16 Progress Check

Skill	The language user can:	Exercise
<b>Speaking</b>	give short, basic descriptions of events and activities. (DESCRIBING EXPERIENCE)	4
	describe plans and arrangements, habits and routines, past activities and personal experiences. (DESCRIBING EXPERIENCE)	1, 5
	make and respond to invitations, suggestions and apologies. (CONVERSATION)	2
	discuss what to do, where to go and make arrangements to meet. (INFORMAL DISCUSSION)	2
	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)	5
	ask for and provide personal information. (INFORMATION EXCHANGE)	4
<b>Writing</b>	write short, simple notes and messages relating to matters in areas of immediate need. (NOTES, MESSAGES AND FORMS)	3
<b>Listening</b>	catch the main point in short, clear, simple messages and announcements. (UNDERSTANDING ANNOUNCEMENTS AND INSTRUCTIONS)	3

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