

# Touchstone Level 3

Common European Framework of Reference for Languages (CEFR)

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## Introduction to the Common European Framework of Reference (CEFR)

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

and Vantage (roughly corresponding to Elementary, Intermediate, and Upper Intermediate).

The Threshold series was followed in 2001 by the publication of the Common European Framework of Reference, which describes six levels of communicative ability in terms of competences or “can do” statements: A1 (Breakthrough), A2 (Waystage), B1 (Threshold), B2 (Vantage), C1 (Effective Operational Proficiency), and C2 (Mastery). Based on the CEFR descriptors, the Council of Europe also developed the European Language Portfolio, a document that enables learners to assess their language ability and to keep an internationally recognized record of their language learning experience.

## Touchstone Second Edition and the Common European Framework of Reference

The table below shows how *Touchstone Second Edition* correlates with the Council of Europe’s levels and with some major international examinations.

	CEFR	Council of Europe	Cambridge English Language Assessment	IELTS	TOEFL iBT	TOEIC
<b>TOUCHSTONE 1</b>	A1	Breakthrough				120+
<b>TOUCHSTONE 2</b>	A2	Waystage				225+
<b>TOUCHSTONE 3</b>	B1	Threshold	KET (Key English Test)	4.0–5.0	57–86	550+
<b>TOUCHSTONE 4</b>			PET (Preliminary English Test)			
<b>VIEWPOINT 1</b>	B2	Vantage	FCE (First Certificate in English)	5.5–6.5	87–109	785+
<b>VIEWPOINT 2</b>	C1	Effective Operational Efficiency	CAE (Certificate in Advanced English)	7.0–8.0	110–120	490+ (Listening) 445+ (Reading)

Sources: <http://www.cambridgeenglish.org/about-us/what-we-do/international-language-standards/>  
[http://www.ets.org/Media/Research/pdf/CEF\\_Mapping\\_Study\\_Interim\\_Report.pdf](http://www.ets.org/Media/Research/pdf/CEF_Mapping_Study_Interim_Report.pdf)  
[http://www.sprachenmarkt.de/fileadmin/sprachenmarkt/ets\\_images/TOEIC\\_Can-do-table\\_CEFR\\_2008.pdf](http://www.sprachenmarkt.de/fileadmin/sprachenmarkt/ets_images/TOEIC_Can-do-table_CEFR_2008.pdf)

CEFR level

*Touchstone*, Second Edition, Level 3 covers level A2/B1 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>	<ul style="list-style-type: none"> <li>▪ understand phrases and very high frequency vocabulary and are beginning to be able to understand speech concerning a wider range of topics, although these still need to be familiar and related to everyday matters.</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>▪ read slightly longer texts than at A2, if these are relatively simple and consist of predictable information, with high frequency everyday language.</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>▪ deal with an increasing range of communicative situations, especially those which require a simple and direct exchange of information on familiar topics and activities.</li> <li>▪ are beginning to be able to connect phrases and sentences to describe familiar, personal matters in simple terms.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>▪ write letters/emails which very simply describe their experiences and communicate straightforward matters.</li> <li>▪ write short and simple, but connected, texts about a limited range of personal and familiar topics.</li> </ul>
<b>Communicative language competence</b>	<ul style="list-style-type: none"> <li>▪ use basic sentence patterns and phrases, and a limited vocabulary to express themselves very simply about familiar matters in everyday situations.</li> <li>▪ use an increasing range of frequently used, simple grammatical structures correctly.</li> <li>▪ speak with clear enough pronunciation to be understood.</li> <li>▪ perform and respond to an increasing range of language functions in a simple way.</li> <li>▪ use awareness of some of the most salient politeness conventions to socialize simply but effectively. Starting to notice some of the differences between customs, usages, attitudes, values, and beliefs prevalent in the community concerned and those of their own.</li> </ul>
<b>Communication strategies</b>	<ul style="list-style-type: none"> <li>▪ initiate, maintain, and close simple conversations, and are beginning to be able to intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.</li> <li>▪ identify some unfamiliar words from the context, if the topic discussed is familiar.</li> <li>▪ ask someone to clarify or repeat what they just said.</li> <li>▪ indicate when they are following a conversation.</li> </ul>

## CEFR goals realized in this level of Touchstone

### Listening

At A2/B1, can understand speech that is clearly articulated and are beginning to understand speech that is delivered slightly more quickly than at A2. They are also able to understand talk about a wider range of subjects than at A2, although the topics still need to be familiar to them.

#### OVERALL LISTENING COMPREHENSION

A2: Can understand phrases and expressions related to very familiar topics (e.g., basic personal and family information, shopping, local geography, and employment).

B1: Can identify both general messages and specific details.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
A1 p2	A1 p12	A1 p22	A1 p34	A1 p44	A1 p54	A1 p66	A1 p76	B4 p89	B1 p100	B1 p110	
B1 p4	B1 p14	B3 p25	A3 p35	D2 p51		B1 p68	A3 p77			C3 p113	
B3 p5	C3 p17		B1 p36			C3 p71	B1 p78				
D2 p9			D2 p41								

#### UNDERSTANDING INTERACTION

A2: Can generally identify the topic of discussion around them as long as it is conducted slowly and clearly.

B1: Can generally follow the main points of extended discussion around them.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
C1 p6	C1 p16	C1 p26	C1 p38	B3 p47	C1 p58	C1 p70	C1 p80	A1 p86	A1 p98	A1 p108	A1 p118
	D2 p19			C1 p48			C3 p21	A3 p87	B2 p101	C1 p112	C1 p122
				C3 p49				B1 p88	C1 p102	C3 p113	C3 p123
								C1 p90	C3 p103	D2 p115	
								C3 p91	D2 p105		

#### LISTENING TO MEDIA AND RECORDINGS

A2: 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.

B1: Can understand the main points of TV and radio programs, including news bulletins and interviews.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
		B3 p25									B1 p120
		C3 p27									

### Reading

At A2/B1, learners can understand short, simple texts on familiar topics which use high frequency vocabulary and are beginning to be able to understand slightly more complex texts as long as these are straightforward, factual, and concern subjects related to their field of interest.

#### READING CORRESPONDENCE

A2: Can understand basic types of standard, routine letters, emails, short, simple personal letters, etc.

B1: Can understand the description of events, feelings, and wishes in personal letters well enough to correspond regularly with a pen pal.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
					D2 p71			D2 p93		D3 p115	

#### READING FOR INFORMATION & ARGUMENT

A2: Can identify specific information in simple written material such as letters, brochures, and short newspaper or online articles.

B1: Can identify the main conclusions in clearly signalled argumentative texts.

Can recognize the line of argument in the treatment of the issue presented, though not necessarily in detail.

Can recognize significant points in straightforward newspaper articles on familiar subjects.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
D1 p8	D1 p18	D1 p28	D1 p40	D1 p50	D1 p60	D1 p72	D1 p82	D1 p92	D1 p104	D1 p114	D1 p124

## Speaking

At A2/B1, learners can manage simple, routine exchanges fairly easily and are beginning to communicate more confidently, although they will still struggle with non-standard accents, rapid or extended speech, and idiomatic usage. They can talk about familiar topics and, increasingly, can maintain a conversation including taking some initiatives.

### CONVERSATION

A2: 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 and apologies.

Can say what they like and dislike.

B1: Can enter unprepared into conversations on familiar topics.

Can express and respond to feelings such as surprise, happiness, sadness, interest, and indifference.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
A2 p3	A3 p13	C3 p27	A1 p34	A2 p45	A3 p55	C1 p70	A2 p77	A3 p87	A2 p99	A3 p109	C2 p123
C1 p6	C1 p16		B3 p37	B4 p47	C3 p59	C2 p71		D1 p93		C2 p113	
C3 p7	C2 p17			C1 p48		D2 p73				C3 p113	
				C2 p49							
				C3 p49							

### INFORMAL DISCUSSION (WITH FRIENDS)

A2: 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.

B1: Can express thoughts on more abstract, cultural topics such as films, books, music, etc.

Can give or seek personal opinions and give brief comments on the views of others.

Can express belief, opinion, agreement, and disagreement politely.

Can make their opinions understood when discussing problems or practical questions of where to go, what to do, who or which to choose, how to organize an event (e.g., an outing), etc.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
D3 p19		D2 p29	C2 p39	A3 p45	D2 p61	A3 p67	C1 p80	C1 p90		B3 p111	
			C3 p39	D2 p51		B2 p69	C3 p81	C2 p91		D2 p115	
						B3 p69		C3 p91			
						D1 p73		D2 p93			

### GOAL-ORIENTED COOPERATION (E.G., REPAIRING A CAR, DISCUSSING A DOCUMENT, OR ORGANIZING AN EVENT)

A2: Can manage simple, routine tasks such as:

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

B1: Can explain why something is a problem, discuss what to do next, and compare and contrast alternatives, giving brief reasons and explanations.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
				C2 p49	A3 p55				C1 p102		
				C3 p49	B4 p57				C3 p103		

### INFORMATION EXCHANGE

A2: Can ask for and provide personal information (e.g. habits, routines, pastimes and past activities).

Can exchange limited information on familiar and routine operational matters.

B1: Can describe how to do something giving detailed instructions.

Can summarize a short story, article, talk, discussion, interview, or documentary and answer further questions of detail.

Can ask for and follow detailed directions.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
B3 p5	B2 p14		A3 p35		A2 p55	A2 p67	A3 p77	A2 p87	B2 p101	B2 p111	C1 p122
	B4 p15		D2 p41			A3 p67	B3 p79	D1 p93	B3 p101		
	C1 p16					C3 p70	D2 p83				
	C2 p17					D3 p73					

**INTERVIEWING AND BEING INTERVIEWED**

A2: Can answer simple questions and respond to simple statements in an interview.  
 B1: Can provide concrete information required in an interview/consultation (e.g., describe symptoms to a doctor), but with limited precision.  
 Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow-up questions.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
A1 p2											B3 p121
B3 p5											D2 p125

**Overall spoken production**

At A2/B1, learners are beginning to be able to give straightforward monologues on familiar subjects.

**SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE**

A2: Can tell a story as a simple list of points.  
 Can give short, basic descriptions of events and activities.  
 Can explain what they like or dislike about something.  
 B1: Can give detailed accounts/descriptions of:

- unpredictable occurrences, e.g., an accident.
- events (real or imagined), dreams, hopes, and ambitions.

Can relate the plot of a book or film and describe their reactions.  
 Can narrate a story.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
									B1 p100	D2 p115	A2 p119
											B2 p121

**Writing**

At A2/B1 learners are beginning to be able to use more complex connecting devices between their phrases and sentences, and can write about a wider range of topics than at A2.

**OVERALL WRITTEN PRODUCTION**

Can write straightforward, connected texts on a range of familiar subjects within their field of interest by linking a series of shorter discrete elements into a linear sequence.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
	D3 p19	D2 p29	D2 p41	D3 p51	D2 p61	D3 p73	D2 p83	D2 p93	D3 p105	D3 p115	D2 p125

**CORRESPONDENCE**

Can write personal letters and emails asking for or giving simple information, giving news, or expressing thoughts.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
					D2 p61			D2 p93		D3 p115	

**CREATIVE WRITING**

A2: Can write very short, basic descriptions of events, past activities, and personal experiences.  
 B1: Can write a description of an event or a recent trip (real or imagined).  
 Can write accounts of experiences, describing feelings and reactions in some detail.  
 Can narrate a story.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
B2 p5	D3 p19	D2 p29	D2 p41	D3 p51		D3 p73	D2 p83		D3 p105		
D3 p9											

**COHERENCE**

Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
			D2 p41	D3 p51	D2 p61	A2 p67			D3 p105		
						D3 p73					

## Communicative language competence

### VOCABULARY RANGE

A2: Can understand high frequency job-related or everyday language.

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

B1: Have sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel, and current events.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
B1 p4	B3 p15	B1 p24	A1 p34	B1 p46	B1 p56	B1 p68	B1 p78	B4 p89	B1 p100	B1 p110	B1 p120
D1 p9			B1 p36			D1 p72	D1 p82				D1 p125
							D2 p83				

### GRAMMATICAL ACCURACY

A2: Use some simple structures correctly, but still systematically make basic mistakes (e.g., tend to mix up tenses and forget to mark agreement).

B1: Use reasonably accurately a repertoire of frequently used “routines” and patterns associated with more predictable situations.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
A1 p2	A1 p12	A1 p22	A2 p35	A1 p44	A2 p55	A2 p67	A1 p76	A2 p87	A1 p98	A1 p108	A1 p118
A2 p3	A2 p13	A2 p23	B1 p36	A2 p45	B1 p56	B1 p68	A2 p77	B1 p88	A2 p99	A3 p109	A2 p119
B2 p5	B2 p14	B2 p25	B2 p37	B3 p47	B2 p57	B2 p69	B1 p78	B2 p88	B3 p101	B1 p110	B1 p120
C1 p6		C2 p27		B4 p47			B3 p79			B2 p111	B2 p121
											D2 p125

### PHONOLOGICAL CONTROL

A2: 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.

B1: Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
A3 p3	B4 p15	A3 p23	B3 p37	B2 p46	B3 p57	B3 p69	B2 p79	B2 p88	A3 p99	A2 p108	A3 p119
								B3 p89			

### SOCIOLINGUISTIC APPROPRIATENESS

A2: Can handle very short social exchanges using everyday, polite forms of greeting and address.

B1: Are aware of the salient politeness conventions and act appropriately.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
C2 p7	C1 p16	C1 p26	C1 p38	C1 p48	C1 p58	C1 p70	C1 p80	C1 p90	C1 p102		
C3 p7	C2 p17	C2 p27	C2 p39	C2 p49	C2 p59	C2 p71	C1 p81	C2 p91	C2 p103		
			C3 p39		C3 p59		C3 p81		C3 p103		

## Communication strategies

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

A2: Can use simple techniques to start, maintain, or end a short conversation.

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

Can indicate whether they are following or not.

B1: Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.

Can start again using a different tactic when communication breaks down.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
	C1 p16	C1 p26			C1 p58			C1 p90	C2 p103	C1 p112	C1 p122
	C2 p17	C2 p27			C2 p59					C2 p113	C3 p123
					C3 p59					C3 p113	

## How each unit relates to the CEFR

### Unit 1

Skill	Goal	Lesson
<b>Listening</b>	A2: Can understand phrases and expressions related to very familiar topics (e.g., basic personal and family information, shopping, local geography, and employment). B1: Can identify both general messages and specific details.	A1 p2 B1 p4 B3 p5 D2 p9
	A2: Can generally identify the topic of discussion around them as long as it is conducted slowly and clearly. B1: Can generally follow the main points of extended discussion around them.	C1 p6
<b>Reading</b>	A2: Can identify specific information in simple written material such as letters, brochures, and short newspaper or online articles. B1: Can identify the main conclusions in clearly signalled argumentative texts. Can recognize the line of argument in the treatment of the issue presented, though not necessarily in detail. Can recognize significant points in straightforward newspaper articles on familiar subjects.	D1 p8
<b>Speaking</b>	A2: 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 and apologies. Can say what they like and dislike. B1: Can enter unprepared into conversations on familiar topics. Can express and respond to feelings such as surprise, happiness, sadness, interest, and indifference.	A2 p3 C1 p6 C3 p7
	A2: 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. B1: Can express thoughts on more abstract, cultural topics such as films, books, music, etc. Can give or seek personal opinions and give brief comments on the views of others. Can express belief, opinion, agreement, and disagreement politely. Can make their opinions understood when discussing problems or practical questions of where to go, what to do, who or which to choose, how to organize an event (e.g., an outing), etc.	D3 p19
	A2: Can ask for and provide personal information (e.g., habits, routines, pastimes, and past activities). Can exchange limited information on familiar and routine operational matters. B1: Can describe how to do something giving detailed instructions. Can summarize a short story, article, talk, discussion, interview, or documentary and answer further questions of detail. Can ask for and follow detailed directions.	B3 p5
	A2: Can answer simple questions and respond to simple statements in an interview. B1: Can provide concrete information required in an interview/consultation (e.g., describe symptoms to a doctor), but with limited precision. Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow-up questions.	A1 p2 B3 p5
<b>Writing</b>	A2: Can write very short, basic descriptions of events, past activities, and personal experiences. B1: Can write a description of an event or a recent trip (real or imagined). Can write accounts of experiences, describing feelings and reactions in some detail. Can narrate a story.	B2 p5 D3 p9



Skill	Goal	Lesson
<b>Communicative language competence</b>	A2: Can understand high frequency job-related or everyday language. Have sufficient vocabulary to conduct routine, everyday transactions and express basic communicative and survival needs. B1: Have sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel, and current events.	B1 p4 D1 p9
	A2: Use some simple structures correctly, but still systematically make basic mistakes (e.g., tend to mix up tenses and forget to mark agreement). B1: Use reasonably accurately a repertoire of frequently used “routines” and patterns associated with more predictable situations.	A1 p2 A2 p3 B2 p5 C1 p6
	A2: 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. B1: Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	A3 p3
	A2: Can handle very short social exchanges using everyday, polite forms of greeting and address. B1: Are aware of the salient politeness conventions and act appropriately.	C2 p7 C3 p7

**Unit 2**

Skill	Goal	Lesson
<b>Listening</b>	A2: Can understand phrases and expressions related to very familiar topics, (e.g., basic personal and family information, shopping, local geography, and employment). B1: Can identify both general messages and specific details.	A1 p12 B1 p14 C3 p17
	A2: Can generally identify the topic of discussion around them as long as it is conducted slowly and clearly. B1: Can generally follow the main points of extended discussion around them.	C1 p16 D2 p19
<b>Reading</b>	A2: Can identify specific information in simple written material such as letters, brochures, and short newspaper or online articles. B1: Can identify the main conclusions in clearly signalled argumentative texts. Can recognize the line of argument in the treatment of the issue presented, though not necessarily in detail. Can recognize significant points in straightforward newspaper articles on familiar subjects.	D1 p18
<b>Speaking</b>	A2: 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 and apologies. Can say what they like and dislike. B1: Can enter unprepared into conversations on familiar topics. Can express and respond to feelings such as surprise, happiness, sadness, interest, and indifference.	A3 p13 C1 p16 C2 p17
	A2: Can ask for and provide personal information (e.g., habits, routines, pastimes, and past activities). Can exchange limited information on familiar and routine operational matters. B1: Can describe how to do something giving detailed instructions. Can summarize a short story, article, talk, discussion, interview, or documentary and answer further questions of detail. Can ask for and follow detailed directions.	B2 p14 B4 p15 C1 p16 C2 p17
<b>Writing</b>	Can write straightforward, connected texts on a range of familiar subjects within their field of interest by linking a series of shorter discrete elements into a linear sequence.	D3 p19
	A2: Can write very short, basic descriptions of events, past activities, and personal experiences. B1: Can write a description of an event or a recent trip (real or imagined). Can write accounts of experiences, describing feelings and reactions in some detail. Can narrate a story.	D3 p19
<b>Communicative language competence</b>	A2: Can understand high frequency job-related or everyday language. Have sufficient vocabulary to conduct routine, everyday transactions and express basic communicative and survival needs. B1: Have sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel, and current events.	B3 p15
	A2: Use some simple structures correctly, but still systematically make basic mistakes (e.g., tend to mix up tenses and forget to mark agreement). B1: Use reasonably accurately a repertoire of frequently used “routines” and patterns associated with more predictable situations.	A1 p12 A2 p13 B2 p14
	A2: 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. B1: Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	B4 p15
	A2: Can handle very short social exchanges using everyday, polite forms of greeting and address. B1: Are aware of the salient politeness conventions and act appropriately.	C1 p16 C2 p17
<b>Communication strategies</b>	A2: Can use simple techniques to start, maintain, or end a short conversation. Can initiate, maintain, and close simple, face-to-face conversation. Can indicate whether they are following or not. B1: Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor. Can start again using a different tactic when communication breaks down.	C1 p16 C2 p17

## Unit 3

Skill	Goal	Lesson
Listening	A2: Can understand phrases and expressions related to very familiar topics (e.g., basic personal and family information, shopping, local geography, and employment). B1: Can identify both general messages and specific details.	A1 p22 B3 p25
	A2: Can generally identify the topic of discussion around them as long as it is conducted slowly and clearly. B1: Can generally follow the main points of extended discussion around them.	C1 p26
	A2: 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. B1: Can understand the main points of TV and radio programs, including news bulletins and interviews.	B3 p25 C3 p27
Reading	A2: Can identify specific information in simple written material such as letters, brochures, and short newspaper or online articles. B1: Can identify the main conclusions in clearly signalled argumentative texts. Can recognize the line of argument in the treatment of the issue presented, though not necessarily in detail. Can recognize significant points in straightforward newspaper articles on familiar subjects.	D1 p28
Speaking	A2: 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 and apologies. Can say what they like and dislike. B1: Can enter unprepared into conversations on familiar topics. Can express and respond to feelings such as surprise, happiness, sadness, interest, and indifference.	C3 p27
	A2: 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. B1: Can express thoughts on more abstract, cultural topics such as films, books, music, etc. Can give or seek personal opinions and give brief comments on the views of others. Can express belief, opinion, agreement and disagreement politely. Can make their opinions understood when discussing problems or practical questions of where to go, what to do, who or which to choose, how to organize an event (e.g., an outing), etc.	D2 p29
Writing	Can write straightforward, connected texts on a range of familiar subjects within their field of interest by linking a series of shorter discrete elements into a linear sequence.	D2 p29
	A2: Can write very short, basic descriptions of events, past activities, and personal experiences. B1: Can write a description of an event or a recent trip (real or imagined). Can write accounts of experiences, describing feelings and reactions in some detail. Can narrate a story.	D2 p29

Skill	Goal	Lesson
<b>Communicative language competence</b>	A2: Can understand high frequency job-related or everyday language. Have sufficient vocabulary to conduct routine, everyday transactions and express basic communicative and survival needs. B1: Have sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel, and current events.	B1 p24
	A2: Use some simple structures correctly, but still systematically make basic mistakes (e.g., tend to mix up tenses and forget to mark agreement). B1: Use reasonably accurately a repertoire of frequently used “routines” and patterns associated with more predictable situations.	A1 p22 A2 p23 B2 p25 C2 p27
	A2: 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. B1: Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	A3 p23
	A2: Can handle very short social exchanges using everyday, polite forms of greeting and address. B1: Are aware of the salient politeness conventions and act appropriately.	C1 p26 C2 p27
<b>Communication strategies</b>	A2: Can use simple techniques to start, maintain, or end a short conversation. Can initiate, maintain, and close simple, face-to-face conversation. Can indicate whether they are following or not. B1: Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor. Can start again using a different tactic when communication breaks down.	C1 p26 C2 p27

**Unit 4**

Skill	Goal	Lesson
<b>Listening</b>	A2: Can understand phrases and expressions related to very familiar topics (e.g., basic personal and family information, shopping, local geography, and employment). B1: Can identify both general messages and specific details.	A1 p34 A3 p35 B1 p36 D2 p41
	A2: Can generally identify the topic of discussion around them as long as it is conducted slowly and clearly. B1: Can generally follow the main points of extended discussion around them.	C1 p38
<b>Reading</b>	A2: Can identify specific information in simple written material such as letters, brochures, and short newspaper or online articles. B1: Can identify the main conclusions in clearly signalled argumentative texts. Can recognize the line of argument in the treatment of the issue presented, though not necessarily in detail. Can recognize significant points in straightforward newspaper articles on familiar subjects.	D1 p40
<b>Speaking</b>	A2: 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 and apologies. Can say what they like and dislike. B1: Can enter unprepared into conversations on familiar topics. Can express and respond to feelings such as surprise, happiness, sadness, interest, and indifference.	A1 p34 B3 p37
	A2: 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. B1: Can express thoughts on more abstract, cultural topics such as films, books, music, etc. Can give or seek personal opinions and give brief comments on the views of others. Can express belief, opinion, agreement, and disagreement politely. Can make their opinions understood when discussing problems or practical questions of where to go, what to do, who or which to choose, how to organize an event (e.g., an outing), etc.	C2 p39 C3 p39
	A2: Can ask for and provide personal information (e.g., habits, routines, pastimes, and past activities). Can exchange limited information on familiar and routine operational matters. B1: Can describe how to do something giving detailed instructions. Can summarize a short story, article, talk, discussion, interview, or documentary and answer further questions of detail. Can ask for and follow detailed directions.	A3 p35 D2 p41
<b>Writing</b>	Can write straightforward, connected texts on a range of familiar subjects within their field of interest by linking a series of shorter discrete elements into a linear sequence.	D2 p41
	A2: Can write very short, basic descriptions of events, past activities, and personal experiences. B1: Can write a description of an event or a recent trip (real or imagined). Can write accounts of experiences, describing feelings and reactions in some detail. Can narrate a story.	D2 p41
	Can link a series of shorter, discrete, simple elements into a connected, linear sequence of points.	D2 p41

Skill	Goal	Lesson
<b>Communicative language competence</b>	A2: Can understand high frequency job-related or everyday language. Have sufficient vocabulary to conduct routine, everyday transactions and express basic communicative and survival needs. B1: Have sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel, and current events.	A1 p34 B1 p36
	A2: Use some simple structures correctly, but still systematically make basic mistakes (e.g., tend to mix up tenses and forget to mark agreement). B1: Use reasonably accurately a repertoire of frequently used “routines” and patterns associated with more predictable situations.	A2 p35 B1 p36 B2 p37
	A2: 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. B1: Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	B3 p37
	A2: Can handle very short social exchanges using everyday, polite forms of greeting and address. B1: Are aware of the salient politeness conventions and act appropriately.	C1 p38 C2 p39 C3 p39

## Unit 5

Skill	Goal	Lesson
<b>Listening</b>	A2: Can understand phrases and expressions related to very familiar topics (e.g., basic personal and family information, shopping, local geography, and employment). B1: Can identify both general messages and specific details.	A1 p44 D2 p51
	A2: Can generally identify the topic of discussion around them as long as it is conducted slowly and clearly. B1: Can generally follow the main points of extended discussion around them.	B3 p47 C1 p48 C3 p49
<b>Reading</b>	A2: Can identify specific information in simple written material such as letters, brochures, and short newspaper or online articles. B1: Can identify the main conclusions in clearly signalled argumentative texts. Can recognize the line of argument in the treatment of the issue presented, though not necessarily in detail. Can recognize significant points in straightforward newspaper articles on familiar subjects.	D1 p50
<b>Speaking</b>	A2: 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 and apologies. Can say what they like and dislike. B1: Can enter unprepared into conversations on familiar topics. Can express and respond to feelings such as surprise, happiness, sadness, interest, and indifference.	A2 p45 B4 p47 C1 p48 C2 p49 C3 p49
	A2: 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. B1: Can express thoughts on more abstract, cultural topics such as films, books, music, etc. Can give or seek personal opinions and give brief comments on the views of others. Can express belief, opinion, agreement, and disagreement politely. Can make their opinions understood when discussing problems or practical questions of where to go, what to do, who or which to choose, how to organize an event (e.g., an outing), etc.	A3 p45 D2 p51
	A2: Can manage simple, routine tasks such as: <ul style="list-style-type: none"> <li>• asking for and providing things.</li> <li>• getting simple information.</li> <li>• discussing what to do next.</li> <li>• making and responding to suggestions.</li> </ul> B1: Can explain why something is a problem, discuss what to do next, and compare and contrast alternatives, giving brief reasons and explanations.	C2 p49 C3 p49
<b>Writing</b>	Can write straightforward, connected texts on a range of familiar subjects within their field of interest by linking a series of shorter discrete elements into a linear sequence.	D3 p51
	A2: Can write very short, basic descriptions of events, past activities, and personal experiences. B1: Can write a description of an event or a recent trip (real or imagined). Can write accounts of experiences, describing feelings and reactions in some detail. Can narrate a story.	D3 p51
	Can link a series of shorter, discrete, simple elements into a connected, linear sequence of points.	D3 p51

Skill	Goal	Lesson
<b>Communicative language competence</b>	A2: Can understand high frequency job-related or everyday language. Have sufficient vocabulary to conduct routine, everyday transactions and express basic communicative and survival needs. B1: Have sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel, and current events.	B1 p46
	A2: Use some simple structures correctly, but still systematically make basic mistakes (e.g., tend to mix up tenses and forget to mark agreement). B1: Use reasonably accurately a repertoire of frequently used “routines” and patterns associated with more predictable situations.	A1 p44 A2 p45 B3 p47 B4 p47
	A2: 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. B1: Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	B2 p46
	A2: Can handle very short social exchanges using everyday, polite forms of greeting and address. B1: Are aware of the salient politeness conventions and act appropriately.	C1 p48 C2 p49



**Unit 6**

Skill	Goal	Lesson
<b>Listening</b>	A2: Can understand phrases and expressions related to very familiar topics (e.g., basic personal and family information, shopping, local geography, and employment). B1: Can identify both general messages and specific details.	A1 p54
	A2: Can generally identify the topic of discussion around them as long as it is conducted slowly and clearly. B1: Can generally follow the main points of extended discussion around them.	C1 p58
<b>Reading</b>	A2: Can understand basic types of standard, routine letters, emails, short, simple personal letters, etc. B1: Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen pal.	D2 p71
	A2: Can identify specific information in simple written material such as letters, brochures, and short newspaper or online articles. B1: Can identify the main conclusions in clearly signalled argumentative texts. Can recognize the line of argument in the treatment of the issue presented, though not necessarily in detail. Can recognize significant points in straightforward newspaper articles on familiar subjects.	D1 p60
<b>Speaking</b>	A2: 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 and apologies. Can say what they like and dislike. B1: Can enter unprepared into conversations on familiar topics. Can express and respond to feelings such as surprise, happiness, sadness, interest, and indifference.	A3 p55 C3 p59
	A2: 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. B1: Can express thoughts on more abstract, cultural topics such as films, books, music, etc. Can give or seek personal opinions and give brief comments on the views of others. Can express belief, opinion, agreement, and disagreement politely. Can make their opinions understood when discussing problems or practical questions of where to go, what to do, who or which to choose, how to organize an event (e.g., an outing), etc.	D2 p61
	A2: Can manage simple, routine tasks such as: <ul style="list-style-type: none"> <li>• asking for and providing things.</li> <li>• getting simple information.</li> <li>• discussing what to do next.</li> <li>• making and responding to suggestions.</li> </ul> B1: Can explain why something is a problem, discuss what to do next, and compare and contrast alternatives, giving brief reasons and explanations.	A3 p55 B4 p57
	A2: Can ask for and provide personal information (e.g., habits, routines, pastimes, and past activities). Can exchange limited information on familiar and routine operational matters. B1: Can describe how to do something giving detailed instructions. Can summarize a short story, article, talk, discussion, interview, or documentary and answer further questions of detail. Can ask for and follow detailed directions.	A2 p55
<b>Writing</b>	Can write straightforward, connected texts on a range of familiar subjects within their field of interest by linking a series of shorter discrete elements into a linear sequence.	D2 p61
	Can write personal letters and emails asking for or giving simple information, giving news, or expressing thoughts.	D2 p61
	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	D2 p61

Skill	Goal	Lesson
<b>Communicative language competence</b>	A2: Can understand high frequency job-related or everyday language. Have sufficient vocabulary to conduct routine, everyday transactions and express basic communicative and survival needs. B1: Have sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel, and current events.	B1 p56
	A2: Use some simple structures correctly, but still systematically make basic mistakes (e.g., tend to mix up tenses and forget to mark agreement). B1: Use reasonably accurately a repertoire of frequently used “routines” and patterns associated with more predictable situations.	A2 p55 B1 p56 B2 p57
	A2: 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. B1: Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	B3 p57
	A2: Can handle very short social exchanges using everyday, polite forms of greeting and address. B1: Are aware of the salient politeness conventions and act appropriately.	C1 p58 C2 p59 C3 p59
<b>Communication strategies</b>	A2: Can use simple techniques to start, maintain, or end a short conversation. Can initiate, maintain, and close simple, face-to-face conversation. Can indicate whether they are following or not. B1: Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor. Can start again using a different tactic when communication breaks down.	C1 p58 C2 p59 C3 p59

## Unit 7

Skill	Goal	Lesson
<b>Listening</b>	A2: Can understand phrases and expressions related to very familiar topics (e.g., basic personal and family information, shopping, local geography, and employment). B1: Can identify both general messages and specific details.	A1 p66 B1 p68 C3 p71
	A2: Can generally identify the topic of discussion around them as long as it is conducted slowly and clearly. B1: Can generally follow the main points of extended discussion around them.	C1 p70
<b>Reading</b>	A2: Can identify specific information in simple written material such as letters, brochures, and short newspaper or online articles. B1: Can identify the main conclusions in clearly signalled argumentative texts. Can recognize the line of argument in the treatment of the issue presented, though not necessarily in detail. Can recognize significant points in straightforward newspaper articles on familiar subjects.	D1 p72
<b>Speaking</b>	A2: 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 and apologies. Can say what they like and dislike. B1: Can enter unprepared into conversations on familiar topics. Can express and respond to feelings such as surprise, happiness, sadness, interest, and indifference.	C1 p70 C2 p71 D2 p73
	A2: 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. B1: Can express thoughts on more abstract, cultural topics such as films, books, music, etc. Can give or seek personal opinions and give brief comments on the views of others. Can express belief, opinion, agreement, and disagreement politely. Can make their opinions understood when discussing problems or practical questions of where to go, what to do, who or which to choose, how to organize an event (e.g., an outing), etc.	A3 p67 B2 p69 B3 p69 D1 p73
	A2: Can ask for and provide personal information (e.g., habits, routines, pastimes, and past activities). Can exchange limited information on familiar and routine operational matters. B1: Can describe how to do something giving detailed instructions. Can summarize a short story, article, talk, discussion, interview, or documentary and answer further questions of detail. Can ask for and follow detailed directions.	A2 p67 A3 p67 C3 p70 D3 p73
<b>Writing</b>	Can write straightforward, connected texts on a range of familiar subjects within their field of interest by linking a series of shorter discrete elements into a linear sequence.	D3 p73
	A2: Can write very short, basic descriptions of events, past activities, and personal experiences. B1: Can write a description of an event or a recent trip (real or imagined). Can write accounts of experiences, describing feelings and reactions in some detail. Can narrate a story.	D3 p73
	Can link a series of shorter, discrete, simple elements into a connected, linear sequence of points.	A2 p67 D3 p73

Skill	Goal	Lesson
<b>Communicative language competence</b>	A2: Can understand high frequency job-related or everyday language. Have sufficient vocabulary to conduct routine, everyday transactions and express basic communicative and survival needs. B1: Have sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel, and current events.	B1 p68 D1 p72
	A2: Use some simple structures correctly, but still systematically make basic mistakes (e.g., tend to mix up tenses and forget to mark agreement). B1: Use reasonably accurately a repertoire of frequently used “routines” and patterns associated with more predictable situations.	A2 p67 B1 p68 B2 p69
	A2: 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. B1: Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	B3 p69
	A2: Can handle very short social exchanges using everyday, polite forms of greeting and address. B1: Are aware of the salient politeness conventions and act appropriately.	C1 p70 C2 p71

## Unit 8

Skill	Goal	Lesson
<b>Listening</b>	A2: Can understand phrases and expressions related to very familiar topics (e.g., basic personal and family information, shopping, local geography, and employment). B1: Can identify both general messages and specific details.	A1 p76 A3 p77 B1 p78
	A2: Can generally identify the topic of discussion around them as long as it is conducted slowly and clearly. B1: Can generally follow the main points of extended discussion around them.	C1 p80 C3 p81
<b>Reading</b>	A2: Can identify specific information in simple written material such as letters, brochures, and short newspaper or online articles. B1: Can identify the main conclusions in clearly signalled argumentative texts. Can recognize the line of argument in the treatment of the issue presented, though not necessarily in detail. Can recognize significant points in straightforward newspaper articles on familiar subjects.	D1 p82
<b>Speaking</b>	A2: 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 and apologies. Can say what they like and dislike. B1: Can enter unprepared into conversations on familiar topics. Can express and respond to feelings such as surprise, happiness, sadness, interest, and indifference.	A2 p77
	A2: 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. B1: Can express thoughts on more abstract, cultural topics such as films, books, music, etc. Can give or seek personal opinions and give brief comments on the views of others. Can express belief, opinion, agreement, and disagreement politely. Can make their opinions understood when discussing problems or practical questions of where to go, what to do, who or which to choose, how to organize an event (e.g., an outing), etc.	C1 p80 C3 p81
	A2: Can ask for and provide personal information (e.g., habits, routines, pastimes, and past activities). Can exchange limited information on familiar and routine operational matters. B1: Can describe how to do something giving detailed instructions. Can summarize a short story, article, talk, discussion, interview, or documentary and answer further questions of detail. Can ask for and follow detailed directions.	A3 p77 B3 p79 D2 p83
<b>Writing</b>	Can write straightforward, connected texts on a range of familiar subjects within their field of interest by linking a series of shorter discrete elements into a linear sequence.	D2 p83
	A2: Can write very short, basic descriptions of events, past activities, and personal experiences. B1: Can write a description of an event or a recent trip (real or imagined). Can write accounts of experiences, describing feelings and reactions in some detail. Can narrate a story.	D2 p83

Skill	Goal	Lesson
<b>Communicative language competence</b>	A2: Can understand high frequency job-related or everyday language. Have sufficient vocabulary to conduct routine, everyday transactions and express basic communicative and survival needs. B1: Have sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel, and current events.	B1 p78 D1 p82 D2 p83
	A2: Use some simple structures correctly, but still systematically make basic mistakes (e.g., tend to mix up tenses and forget to mark agreement). B1: Use reasonably accurately a repertoire of frequently used “routines” and patterns associated with more predictable situations.	A1 p76 A2 p77 B1 p78 B3 p79
	A2: 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. B1: Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	B2 p79
	A2: Can handle very short social exchanges using everyday, polite forms of greeting and address. B1: Are aware of the salient politeness conventions and act appropriately.	C1 p80 C1 p81 C3 p81

## Unit 9

Skill	Goal	Lesson
<b>Listening</b>	A2: Can understand phrases and expressions related to very familiar topics (e.g., basic personal and family information, shopping, local geography, and employment). B1: Can identify both general messages and specific details.	B4 p89
	A2: Can generally identify the topic of discussion around them as long as it is conducted slowly and clearly. B1: Can generally follow the main points of extended discussion around them.	A1 p86 A3 p87 B1 p88 C1 p90 C3 p91
<b>Reading</b>	A2: Can understand basic types of standard, routine letters, emails, short, simple personal letters, etc. B1: Can understand the description of events, feelings, and wishes in personal letters well enough to correspond regularly with a pen pal.	D2 p93
	A2: Can identify specific information in simple written material such as letters, brochures, and short newspaper or online articles. B1: Can identify the main conclusions in clearly signalled argumentative texts. Can recognize the line of argument in the treatment of the issue presented, though not necessarily in detail. Can recognize significant points in straightforward newspaper articles on familiar subjects.	D1 p92
<b>Speaking</b>	A2: 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 and apologies. Can say what they like and dislike. B1: Can enter unprepared into conversations on familiar topics. Can express and respond to feelings such as surprise, happiness, sadness, interest, and indifference.	A3 p87 D1 p93
	A2: 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. B1: Can express thoughts on more abstract, cultural topics such as films, books, music, etc. Can give or seek personal opinions and give brief comments on the views of others. Can express belief, opinion, agreement, and disagreement politely. Can make their opinions understood when discussing problems or practical questions of where to go, what to do, who or which to choose, how to organize an event (e.g., an outing), etc.	C1 p90 C2 p91 C3 p91 D2 p93
	A2: Can ask for and provide personal information (e.g., habits, routines, pastimes, and past activities). Can exchange limited information on familiar and routine operational matters. B1: Can describe how to do something giving detailed instructions. Can summarize a short story, article, talk, discussion, interview, or documentary and answer further questions of detail. Can ask for and follow detailed directions.	A2 p87 D1 p93
<b>Writing</b>	Can write straightforward, connected texts on a range of familiar subjects within their field of interest by linking a series of shorter discrete elements into a linear sequence.	D2 p93
	Can write personal letters and emails asking for or giving simple information, giving news, or expressing thoughts.	D2 p93

Skill	Goal	Lesson
<b>Communicative language competence</b>	A2: Can understand high frequency job-related or everyday language. Have sufficient vocabulary to conduct routine, everyday transactions and express basic communicative and survival needs. B1: Have sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel, and current events.	B4 p89
	A2: Use some simple structures correctly, but still systematically make basic mistakes (e.g., tend to mix up tenses and forget to mark agreement). B1: Use reasonably accurately a repertoire of frequently used “routines” and patterns associated with more predictable situations.	A2 p87 B1 p88 B2 p88
	A2: 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. B1: Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	B2 p88 B3 p89
	A2: Can handle very short social exchanges using everyday, polite forms of greeting and address. B1: Are aware of the salient politeness conventions and act appropriately.	C1 p90 C2 p91
<b>Communication strategies</b>	A2: Can use simple techniques to start, maintain, or end a short conversation. Can initiate, maintain, and close simple, face-to-face conversation. Can indicate whether they are following or not. B1: Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor. Can start again using a different tactic when communication breaks down.	C1 p90



**Unit 10**

Skill	Goal	Lesson
<b>Listening</b>	A2: Can understand phrases and expressions related to very familiar topics (e.g., basic personal and family information, shopping, local geography, and employment). B1: Can identify both general messages and specific details.	B1 p100
	A2: Can generally identify the topic of discussion around them as long as it is conducted slowly and clearly. B1: Can generally follow the main points of extended discussion around them.	A1 p98 B2 p101 C1 p102 C3 p103 D2 p105
<b>Reading</b>	A2: Can identify specific information in simple written material such as letters, brochures, and short newspaper or online articles. B1: Can identify the main conclusions in clearly signalled argumentative texts. Can recognize the line of argument in the treatment of the issue presented, though not necessarily in detail. Can recognize significant points in straightforward newspaper articles on familiar subjects.	D1 p104
<b>Speaking</b>	A2: 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 and apologies. Can say what they like and dislike. B1: Can enter unprepared into conversations on familiar topics. Can express and respond to feelings such as surprise, happiness, sadness, interest, and indifference.	A2 p99
	A2: Can manage simple, routine tasks such as: <ul style="list-style-type: none"> <li>• asking for and providing things.</li> <li>• getting simple information.</li> <li>• discussing what to do next.</li> <li>• making and responding to suggestions.</li> </ul> B1: Can explain why something is a problem, discuss what to do next, and compare and contrast alternatives, giving brief reasons and explanations.	C1 p102 C3 p103
	A2: Can ask for and provide personal information (e.g., habits, routines, pastimes, and past activities). Can exchange limited information on familiar and routine operational matters. B1: Can describe how to do something giving detailed instructions. Can summarize a short story, article, talk, discussion, interview, or documentary and answer further questions of detail. Can ask for and follow detailed directions.	B2 p101 B3 p101
	A2: Can tell a story as a simple list of points. Can give short, basic descriptions of events and activities. Can explain what they like or dislike about something. B1: Can give detailed accounts/descriptions of: <ul style="list-style-type: none"> <li>• unpredictable occurrences, e.g., an accident.</li> <li>• events (real or imagined), dreams, hopes, and ambitions.</li> </ul> Can relate the plot of a book or film and describe their reactions. Can narrate a story.	B1 p100
<b>Writing</b>	Can write straightforward, connected texts on a range of familiar subjects within their field of interest by linking a series of shorter discrete elements into a linear sequence.	D3 p105
	A2: Can write very short, basic descriptions of events, past activities, and personal experiences. B1: Can write a description of an event or a recent trip (real or imagined). Can write accounts of experiences, describing feelings and reactions in some detail. Can narrate a story.	D3 p105
	Can link a series of shorter, discrete, simple elements into a connected, linear sequence of points.	D3 p105

Skill	Goal	Lesson
<b>Communicative language competence</b>	A2: Can understand high frequency job-related or everyday language. Have sufficient vocabulary to conduct routine, everyday transactions and express basic communicative and survival needs. B1: Have sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel, and current events.	B1 p100
	A2: Use some simple structures correctly, but still systematically make basic mistakes (e.g., tend to mix up tenses and forget to mark agreement). B1: Use reasonably accurately a repertoire of frequently used “routines” and patterns associated with more predictable situations.	A1 p98 A2 p99 B3 p101
	A2: 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. B1: Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	A3 p99
	A2: Can handle very short social exchanges using everyday, polite forms of greeting and address. B1: Are aware of the salient politeness conventions and act appropriately.	C1 p102 C2 p103 C3 p103
<b>Communication strategies</b>	A2: Can use simple techniques to start, maintain, or end a short conversation. Can initiate, maintain, and close simple, face-to-face conversation. Can indicate whether they are following or not. B1: Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor. Can start again using a different tactic when communication breaks down.	C2 p103

## Unit 11

Skill	Goal	Lesson
Listening	A2: Can understand phrases and expressions related to very familiar topics (e.g., basic personal and family information, shopping, local geography, and employment). B1: Can identify both general messages and specific details.	B1 p110 C3 p113
	A2: Can generally identify the topic of discussion around them as long as it is conducted slowly and clearly. B1: Can generally follow the main points of extended discussion around them.	A1 p108 C1 p112 C3 p113 D2 p115
Reading	A2: Can understand basic types of standard, routine letters, emails, short, simple personal letters, etc. B1: Can understand the description of events, feelings, and wishes in personal letters well enough to correspond regularly with a pen pal.	D3 p115
	A2: Can identify specific information in simple written material such as letters, brochures, and short newspaper or online articles. B1: Can identify the main conclusions in clearly signalled argumentative texts. Can recognize the line of argument in the treatment of the issue presented, though not necessarily in detail. Can recognize significant points in straightforward newspaper articles on familiar subjects.	D1 p114
Speaking	A2: 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 and apologies. Can say what they like and dislike. B1: Can enter unprepared into conversations on familiar topics. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	A3 p109 C2 p113 C3 p113
	A2: 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. B1: Can express thoughts on more abstract, cultural topics such as films, books, music, etc. Can give or seek personal opinions and give brief comments on the views of others. Can express belief, opinion, agreement, and disagreement politely. Can make their opinions understood when discussing problems or practical questions of where to go, what to do, who or which to choose, how to organize an event (e.g., an outing), etc.	B3 p111 D2 p115
	A2: Can ask for and provide personal information (e.g., habits, routines, pastimes, and past activities). Can exchange limited information on familiar and routine operational matters. B1: Can describe how to do something giving detailed instructions. Can summarize a short story, article, talk, discussion, interview, or documentary and answer further questions of detail. Can ask for and follow detailed directions.	B2 p111
	A2: Can tell a story as a simple list of points. Can give short, basic descriptions of events and activities. Can explain what they like or dislike about something. B1: Can give detailed accounts/descriptions of: <ul style="list-style-type: none"> <li>• unpredictable occurrences, e.g., an accident.</li> <li>• events (real or imagined), dreams, hopes, and ambitions.</li> </ul> Can relate the plot of a book or film and describe their reactions. Can narrate a story.	D2 p115
Writing	Can write straightforward, connected texts on a range of familiar subjects within their field of interest by linking a series of shorter discrete elements into a linear sequence.	D3 p115
	Can write personal letters and emails asking for or giving simple information, giving news or expressing thoughts.	D3 p115

Skill	Goal	Lesson
<b>Communicative language competence</b>	A2: Can understand high frequency job-related or everyday language. Have sufficient vocabulary to conduct routine, everyday transactions and express basic communicative and survival needs. B1: Have sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel, and current events.	B1 p110
	A2: Use some simple structures correctly, but still systematically make basic mistakes (e.g., tend to mix up tenses and forget to mark agreement). B1: Use reasonably accurately a repertoire of frequently used “routines” and patterns associated with more predictable situations.	A1 p108 A3 p109 B1 p110 B2 p111
	A2: 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. B1: Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	A2 p108
<b>Communication strategies</b>	A2: Can use simple techniques to start, maintain, or end a short conversation. Can initiate, maintain, and close simple, face-to-face conversation. Can indicate whether they are following or not. B1: Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor. Can start again using a different tactic when communication breaks down.	C1 p112 C2 p113 C3 p113

## Unit 12

Skill	Goal	Lesson
<b>Listening</b>	A2: Can generally identify the topic of discussion around them as long as it is conducted slowly and clearly. B1: Can generally follow the main points of extended discussion around them.	A1 p118 C1 p122 C3 p123
	A2: 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. B1: Can understand the main points of TV and radio programs, including news bulletins and interviews.	B1 p120
<b>Reading</b>	A2: Can identify specific information in simple written material such as letters, brochures, and short newspaper or online articles. B1: Can identify the main conclusions in clearly signalled argumentative texts. Can recognize the line of argument in the treatment of the issue presented, though not necessarily in detail. Can recognize significant points in straightforward newspaper articles on familiar subjects.	D1 p124
<b>Speaking</b>	A2: 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 and apologies. Can say what they like and dislike. B1: Can enter unprepared into conversations on familiar topics. Can express and respond to feelings such as surprise, happiness, sadness, interest, and indifference.	C2 p123
	A2: Can ask for and provide personal information (e.g., habits, routines, pastimes, and past activities). Can exchange limited information on familiar and routine operational matters. B1: Can describe how to do something giving detailed instructions. Can summarize a short story, article, talk, discussion, interview, or documentary and answer further questions of detail. Can ask for and follow detailed directions.	C1 p122
	A2: Can answer simple questions and respond to simple statements in an interview. B1: Can provide concrete information required in an interview/consultation (e.g., describe symptoms to a doctor), but with limited precision. Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow-up questions.	B3 p121 D2 p125
	A2: Can tell a story as a simple list of points. Can give short, basic descriptions of events and activities. Can explain what they like or dislike about something. B1: Can give detailed accounts/descriptions of: <ul style="list-style-type: none"> <li>• unpredictable occurrences, e.g., an accident.</li> <li>• events (real or imagined), dreams, hopes, and ambitions.</li> </ul> Can relate the plot of a book or film and describe their reactions. Can narrate a story.	A2 p119 B2 p121
<b>Writing</b>	Can write straightforward, connected texts on a range of familiar subjects within their field of interest by linking a series of shorter discrete elements into a linear sequence.	D2 p125

Skill	Goal	Lesson
<b>Communicative language competence</b>	A2: Can understand high frequency job-related or everyday language. Have sufficient vocabulary to conduct routine, everyday transactions and express basic communicative and survival needs. B1: Have sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel, and current events.	B1 p120 D1 p125
	A2: Use some simple structures correctly, but still systematically make basic mistakes (e.g., tend to mix up tenses and forget to mark agreement). B1: Use reasonably accurately a repertoire of frequently used “routines” and patterns associated with more predictable situations.	A1 p118 A2 p119 B1 p120 B2 p121 D2 p125
	A2: 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. B1: Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	A3 p119
<b>Communication strategies</b>	A2: Can use simple techniques to start, maintain, or end a short conversation. Can initiate, maintain, and close simple, face-to-face conversation. Can indicate whether they are following or not. B1: Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor. Can start again using a different tactic when communication breaks down.	C1 p122 C3 p123