

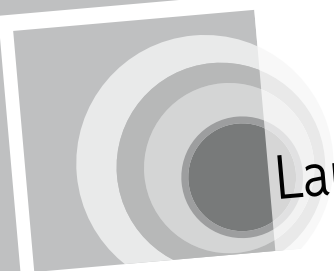
# English in Mind

2nd edition

Portfolio Builder \* Starter (A1)

This Portfolio is for you:

- \* to help you plan your work with English
- \* to keep a record of your work and progress
- \* to collect your language achievements
- \* to show your achievements to your new teacher  
(when you change class or school)



# Language Passport



First name: \_\_\_\_\_

Family name: \_\_\_\_\_

Address: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Born in: \_\_\_\_\_

Nationality/Nationalities: \_\_\_\_\_

Mother tongue(s): \_\_\_\_\_

Other languages: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

School: \_\_\_\_\_

Year/Grade: \_\_\_\_\_

Completed on \_\_\_\_\_



# Language Biography



## I learn English because:

- |  |   |
|--|---|
| <input type="checkbox"/> I like it.                      | <input type="checkbox"/> I want to understand English texts (e.g. songs).             |
| <input type="checkbox"/> I want to travel.               | <input type="checkbox"/> I want to read books in English.                             |
| <input type="checkbox"/> I like learning languages.      | <input type="checkbox"/> I want to watch films and TV programmes in English.          |
| <input type="checkbox"/> it's one of my school subjects. | <input type="checkbox"/> I want to have (more) friends in other countries.            |
| <input type="checkbox"/> I will need it to get a job.    | <input type="checkbox"/> my mother/father wants me to learn it.                       |
| <input type="checkbox"/> I need it for the Internet.     | <input type="checkbox"/> I want to take international exams in English.               |
| <input type="checkbox"/> my friends learn it.            | <input type="checkbox"/> people need to speak at least two modern languages nowadays. |
| <input type="checkbox"/> it's a world language.          |   |

Other reasons: \_\_\_\_\_

## I learn English:

- at school.
- at school, but I also have extra lessons after school.
- with friends from another country in a school exchange.
- on language courses in English-speaking countries.
- on holiday (with my parents/family/friends) in English-speaking countries.
- with pen friends in my country.
- with pen friends in their country.

Other places: \_\_\_\_\_

## I learn English by:

	never	sometimes	often	regularly
<input type="checkbox"/> reading books in English.				
<input type="checkbox"/> listening to songs in English.				
<input type="checkbox"/> listening to radio programmes in English.				
<input type="checkbox"/> watching TV programmes in English.				
<input type="checkbox"/> watching films in the original version with subtitles.				
<input type="checkbox"/> watching films in the original version.				
<input type="checkbox"/> exchanging emails with my epals.				
<input type="checkbox"/> exchanging letters in English with my pen friends from other countries.				
<input type="checkbox"/> listening to audio CDs and imitating pronunciation.				
<input type="checkbox"/> learning vocabulary in different ways.				
<input type="checkbox"/> translating songs.				
<input type="checkbox"/> learning songs by heart.				
<input type="checkbox"/> looking up new words in a dictionary.				
<input type="checkbox"/> trying to guess the meaning of words from the context.				
<input type="checkbox"/> trying to guess the meaning of words because they are similar to the words in my mother tongue or other languages I learn.				
<input type="checkbox"/> using the Internet a lot.				
<input type="checkbox"/> chatting on the Internet.				

Things I like doing in language lessons: \_\_\_\_\_

Things I am good at: \_\_\_\_\_

Things I find difficult: \_\_\_\_\_

# Language Biography

Language Skills		My opinion			My teacher's opinion		
		could be better	well	very well	could be better	well	very well
LISTENING	I can understand basic greetings and phrases ( <i>Hello, Goodbye, etc.</i> ).						
	I can recognise familiar words and very simple phrases.						
	I can understand numbers, quantities, prices and times.						
	I can understand very short dialogues.						
	I can understand simple questions about myself.						
	I can understand and follow simple instructions.						
	I can understand and extract the essential information from short recorded passages. <b>A2</b>						
READING	I can understand very short, simple texts, a single phrase at a time.						
	I can understand simple messages written by friends or colleagues about everyday situations (text messages, invitations, etc.).						
	I can pick out familiar names, words and phrases in very short, simple texts.						
	I can understand information about people in newspapers, etc. (age, place of residence, etc.).						
	I can follow short, simple, written directions.						
	I can get an idea of the content of simple informational material and short, simple descriptions (especially if there is visual support).						
	I can understand short, simple, personal letters. <b>A2</b>						
	I can identify specific information in simpler written material such as letters, brochures and short newspaper articles. <b>A2</b>						
	I can ask and answer questions about myself and other people (where I live, things I have, people I know).						
	I can understand simple messages on postcards.						
I can pick out information from catalogues, posters and calendars.							
SPEAKING	I can use basic greeting and leave-taking expressions.						
	I can ask and answer simple questions.						
	I can spell my name, address and other personal details.						
	I can produce simple, mainly isolated phrases about people and places.						
	I can use simple, everyday phrases (e.g. <i>Thank you., Can I help you?</i> ).						
	I can say when I don't understand.						
	I can give and receive information about numbers, quantities, prices and times.						
	I can ask and answer questions about myself and other people (where I live, things I have, people I know).						
	I can say what I like and dislike. <b>A2</b>						
I can ask and answer simple questions and initiate and respond to simple statements in areas of immediate need or on very familiar topics.							

# Language Biography

Language Skills		My opinion			My teacher's opinion		
		could be better	well	very well	could be better	well	very well
SPEAKING	I can ask for and give directions. <b>A2</b>						
	I can give personal information (address, telephone number, etc.).						
	I can order a meal. <b>A2</b>						
	I can describe myself, what I do and where I live.						
	I can give simple instructions. <b>A2</b>						
	I can indicate time by such phrases as <i>next week, in November, on Monday</i> , etc.						
	I can ask people for things and give people things.						
	I can give a short, rehearsed, basic presentation on a familiar subject. <b>A2</b>						
WRITING	I can write simple isolated phrases.						
	I can write sentences and simple phrases about myself and others (where I live and what I do, etc.).						
	I can express likes and dislikes. <b>A2</b>						
	I can write a series of simple phrases and sentences about my family. <b>A2</b>						
	I can write sentences and simple phrases about places.						
	I can fill in a simple questionnaire or form.						
	I can write simple notes and messages relating to everyday life. <b>A2</b>						
	I can write very short, basic descriptions of events. <b>A2</b>						
	I can write simple personal correspondence. <b>A2</b>						
	I can link words or groups of words with simple connectors ( <i>and, but, so, because</i> , etc.) <b>A2</b>						
	I can fill in a questionnaire or form with personal details.						
	I can write a simple postcard.						
	I can write short, simple biographies. <b>A2</b>						
	I can write a series of simple phrases and sentences about my family, living conditions, educational background. <b>A2</b>						
I can write sentences and simple phrases about people and places.							

# Language Biography

Language Skills		My opinion			My teacher's opinion		
		could be better	well	very well	could be better	well	very well
PROJECT 1	I can do some research on a town or city.						
	I can write simple notes.						
	I can prepare and make a tourist leaflet.						
	I can write a quiz about the town/city.						
PROJECT 2	I can prepare a (class) survey about free time.						
	I can write a report of the survey.						
	I can plan, prepare and give a short group/class presentation.						
PROJECT 3	I can collect information about a singer or a band.						
	I can write a short text about the singer or band.						
	I can prepare and make a poster.						
	I can plan, prepare and give a short group/class presentation.						
PROJECT 4	I can do some research on a particular topic.						
	I can decide which information I need to find out about the past.						
	I can collect information by asking older people about how things were in the past and how things are different now and I can write notes of their answers.						
	I can use the Internet, a library or museum to find more information.						
	I can plan, prepare and give a short group/class presentation.						

CULTURE IN MIND		Yes	No
I can say who my hero or heroine is.			
I can write about myself and about my hero or heroine.			
I can compare two British families.			
I can compare different families in my country.			
I can write a paragraph about my family.			
I can say which countries have pets which are different from British pets.			
I can talk about which pets are popular in my country.			
I can write two short descriptions of my friends or family.			
I can produce information about the television programmes British teenagers watch.			
I can say whether teenagers in the UK are similar to teenagers in my country or not and why.			
I can write a paragraph for my school magazine about the TV programmes I like.			
I can present facts about British teenagers and sport.			
I can write an email about popular sports in my country, sports I do at school, sports I like/don't like, and my favourite football team or sports star.			
I can answer questions about the Edinburgh Festival.			
I can talk about festivals in my country.			
I can write an email about a special festival in my country.			
I can express my opinion about famous people from the past.			
I can write a paragraph for my school magazine about a famous person from the past.			

# Language Biography



## My learning goals

### Units 1 and 2:

#### My learning goals at the end of Unit 2:

I think I need to work more on: \_\_\_\_\_  
\_\_\_\_\_

Completed on \_\_\_\_\_

My signature \_\_\_\_\_

### Units 3 and 4:

Have I achieved the learning goals I made at the end of Unit 2? \_\_\_\_\_

What did I do to achieve these goals? \_\_\_\_\_  
\_\_\_\_\_

#### My new learning goals at the end of Unit 4:

I think I need to work more on: \_\_\_\_\_  
\_\_\_\_\_

What have I discovered about my learning? \_\_\_\_\_  
\_\_\_\_\_

Completed on \_\_\_\_\_

My signature \_\_\_\_\_

### Units 5 and 6:

Have I achieved the learning goals I made at the end of Unit 4? \_\_\_\_\_

What did I do to achieve these goals? \_\_\_\_\_  
\_\_\_\_\_

#### My new learning goals at the end of Unit 6:

I think I need to work more on: \_\_\_\_\_  
\_\_\_\_\_

What have I discovered about my learning? \_\_\_\_\_  
\_\_\_\_\_

Completed on \_\_\_\_\_

My signature \_\_\_\_\_

### Units 7 and 8:

Have I achieved the learning goals I made at the end of Unit 6? \_\_\_\_\_

What did I do to achieve these goals? \_\_\_\_\_  
\_\_\_\_\_

#### My new learning goals at the end of Unit 8:

I think I need to work more on: \_\_\_\_\_  
\_\_\_\_\_

What have I discovered about my learning? \_\_\_\_\_  
\_\_\_\_\_

Completed on \_\_\_\_\_

My signature \_\_\_\_\_



# Language Biography

## Units 9 and 10:

Have I achieved the learning goals I made at the end of Unit 8? \_\_\_\_\_

What did I do to achieve these goals? \_\_\_\_\_

## My new learning goals at the end of Unit 10:

I think I need to work more on: \_\_\_\_\_

What have I discovered about my learning? \_\_\_\_\_

Completed on \_\_\_\_\_

My signature \_\_\_\_\_

## Units 11 and 12:

Have I achieved the learning goals I made at the end of Unit 10? \_\_\_\_\_

What did I do to achieve these goals? \_\_\_\_\_

## My new learning goals at the end of Unit 12:

I think I need to work more on: \_\_\_\_\_

What have I discovered about my learning? \_\_\_\_\_

Completed on \_\_\_\_\_

My signature \_\_\_\_\_

## Units 13 and 14:

Have I achieved the learning goals I made at the end of Unit 12? \_\_\_\_\_

What did I do to achieve these goals? \_\_\_\_\_

## My new learning goals for the next year:

I think I need to work more on: \_\_\_\_\_

What have I discovered about my learning? \_\_\_\_\_

Completed on \_\_\_\_\_

My signature \_\_\_\_\_





My Diary of Achievements			
Date	Place	Type of Language Achievement <sup>1</sup>	Signature of your teacher or the stamp of an institution

<sup>1</sup> For example:  
 a school visit abroad;  
 hosting a colleague from a partner school;  
 a (holiday) stay abroad;  
 diplomas, certificates, confirmations;

participation in a language project;  
 regular email / letter exchange with your friend in another country;  
 extra activities / English club / a language course in your country;  
 participation in a British Council competition;  
 English Language Competition in your country.

## Make a Collection of Your Own Work

		Task	Date
English in Mind Starter: For Your Portfolio	Units 1 and 2	A text about myself.	
		An email to a friend about my favourite band.	
	Units 3 and 4	A paragraph about my family.	
		A short text about my town or city.	
	Units 5 and 6	Two short descriptions of my friends or family.	
		The reply to an email from an English family I am going to stay with.	
	Units 7 and 8	A paragraph for my school magazine about the TV programmes I like.	
		An email to an old friend about my friends, my school/teachers and something I don't like.	
	Units 9 and 10	The reply to an email about popular sports in my country, sports I do at school, sports I like/don't like and my favourite football team or sports star.	
		A holiday postcard to an English-speaking friend.	
	Units 11 and 12	An email about a special festival in my country.	
		An email to a friend about a holiday.	
	Units 13 and 14	A paragraph for my school magazine about a famous person from the past.	
		A short text as an entry for a competition.	
<b>My other work</b>			<b>Date</b>

# How do I learn?

- 1 I find learning English:  
a easy. b not so easy. c difficult. d very difficult.
- 2 I think my progress in English is:  
a very good. b good. c satisfactory.  
d poor. e I don't know.
- 3 I like working:  
a alone. b in pairs.  
c in a group. d with the whole class.
- 4 I like trying new things.  
a Yes. b No.
- 5 I like observing and evaluating what I observe.  
a Yes. b No.
- 6 I like creating new patterns.  
a Yes. b No.
- 7 I look for one clear answer / explanation /  
solution to a problem.  
a Yes. b No.
- 8 I like activities in which I can use my imagination.  
a Yes. b No.
- 9 I learn best when I move / dance / do experiments /  
do art at the same time.  
a Yes. b No.
- 10 I like listening to:  
a songs. b rhymes.  
c texts. d stories.  
e explanations of grammatical topics.
- 11 I like taking notes.  
a Yes. b No.
- 12 I like presenting information in the form of tables /  
diagrams / word maps.  
a Yes. b No.
- 13 I find listening and understanding English:  
a easy. b not so easy. c difficult. d very difficult.
- 14 When I listen to different texts:  
a I like to understand every word.  
b I don't have to understand every word but I like to  
understand the general meaning.
- 15 When I am asked to listen in class:  
a I like it. b I don't mind it. c I feel nervous.
- 16 I find reading in English:  
a easy. b not so easy. c difficult. d very difficult.
- 17 When I read different texts:  
a I like to understand every word.  
b I don't have to understand every word but I like to  
understand the general meaning.
- 18 When I am asked to read aloud in class:  
a I like it. b I don't mind it. c I feel nervous.
- 19 When I read aloud in class in English:  
a I do not worry about making mistakes.  
b I always worry about making mistakes.
- 20 I find writing in English:  
a easy. b not so easy. c difficult. d very difficult.
- 21 When I write in English:  
a I do not worry if I make mistakes.  
b I worry that I will make lots of mistakes and check my  
writing with the help of dictionaries and grammar  
books.
- 22 I like it when my teacher corrects all my mistakes in my  
written work.  
a Yes. b No.
- 23 When I am asked to write on the board:  
a I like it. b I don't mind it. c I feel nervous.
- 24 I find speaking in English:  
a easy. b not so easy. c difficult. d very difficult.
- 25 When I talk to people in English:  
a I do not worry about making mistakes.  
b I always worry about making mistakes.
- 26 When I am asked to speak aloud in class:  
a I like it. b I don't mind it. c I feel nervous.
- 27 I like it when my teacher corrects all my mistakes when  
I speak.  
a Yes. b No.
- 28 When I am asked a question and don't know the exact  
answer:  
a I do not say anything.  
b I try to give the best answer with the knowledge I have.

# How do I learn?

29 When learning English, I find the following activities:

	very useful	not very useful	not useful at all
doing grammar exercises	a	b	c
doing vocabulary exercises	a	b	c
playing language games	a	b	c
writing a letter	a	b	c
writing a composition	a	b	c
reading a text	a	b	c
reading a book	a	b	c
listening to audio CDs	a	b	c
watching DVDs	a	b	c
using a computer	a	b	c

30 When I am studying English I use:

a grammar book  
a always. b often. c sometimes. d never.

a dictionary  
a always. b often. c sometimes. d never.

31 I try to use what I have learned:

a always. b often. c sometimes. d never.

32 I look again in the evening at what I have learned in class during the day:

a always. b often. c sometimes. d never.

33 I revise the material I have learned in class:

a always. b often. c sometimes. d never.

34 I read a books in English on my own.

- b magazines
- c newspapers

35 I use the library:

a always. b often. c sometimes. d never.

36 I watch television programmes in English:

a always. b often. c sometimes. d never.

If you watch television in English, which two programmes do you like best?

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_

37 I use English outside school:

a always. b often. c sometimes. d never.

38 I need to use English (where / when?)

\_\_\_\_\_

\_\_\_\_\_

39 I can improve each skill in the following way<sup>1</sup>:

Listening: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Speaking: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Reading: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Writing: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

40 Do you find the textbook/s you use to learn English helpful?

a Yes. b No. c I don't know.

Why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

1 You may refer to the use of books / magazines / radio / television / DVDs / computer / or contacts with friends / tourists, etc. in answering this question.

# My Learner Profile



Name: \_\_\_\_\_  
Grade: \_\_\_\_\_

Below write in your answers to points:  
4, 5, 6, 7, 8, 9, 11, 12, 22 and 27.

YES Answers

NO Answers

YES Answers	NO Answers

Below write down your answers to points: 1, 2, 3, 10, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39 and 40.

1	25
2	26
3	28
10	29
13	30
14	31
15	32
16	33
17	34
18	35
19	36
20	37
21	38
23	39
24	40

What have you discovered about your learning?

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# CEF Breakthrough Themes and specific notions

<b>1</b>	<b>Personal identification</b>	
	name	Welcome section A p.4, Welcome section C p.9, Unit 1 pp.12, 14, 16, 17, Unit 2 p.24, Unit 3 pp.29, 30, 31, Unit 5 p.43
	address	Unit 1 p.17, Unit 5 p.43
	telephones, fax and email	Welcome section D p.11, Unit 1 p.17, Unit 4 p.33, Unit 5 p.43
	date and place of birth	Unit 12 p.91, Unit 13 p.101
	age	Unit 1 pp.13, 17, Unit 2 pp.18, 24, Unit 3 p.31, Unit 5 pp.40, 43, 45, Unit 7 p.58, Unit 9 pp.72-73, Unit 12 p.88, Unit 13 p.96
	marital status	Unit 3 pp.26, 30, Unit 10 p.74
	nationality	Unit 1 pp.12, 15, 17, Unit 2 p.19, Unit 3 p.30, Unit 6 p.46, Unit 9 p.68, Vocabulary bank p.112
	origin	Unit 1 pp.12, 14, 17, Unit 2 pp.18, 19, 24, Unit 3 pp.26, 30, 31, Unit 5 p.45, Unit 6 p.46, Unit 7 p.54, Unit 9 p.71, Unit 12 p.90, Unit 13 p.101, Vocabulary bank p.112
	occupation	Unit 1 pp.12, 17, Unit 3 pp.26, 30, 31, Unit 5 p.43, Unit 6 p.49, Unit 7 p.54, Unit 8 p.66, Unit 9 p.68, Unit 10 p.74, Unit 13 pp.97, 101, Unit 14 p.104
	education	Welcome section B p.7, Unit 3 p.27, Unit 7 pp.54, 55, Unit 8 p.66, Unit 9 pp.72-73, Unit 10 p.76, Unit 12 p.94, Unit 14 p.102
	family	Unit 1 p.13, Unit 3 pp.26, 28, 29, 30, 31, Unit 5 pp.40, 41, 45, Unit 6 p.52, Unit 7 p.54, Unit 9 p.68, Unit 10 p.74, Vocabulary bank p.113
	likes and dislikes	Unit 2 pp.20, 21, 24, Unit 6 pp.47, 49, 50, 51, 52, Unit 7 pp.55, 58, 59, Unit 8 p.66, Unit 9 pp.71, 72, 73, Unit 10 p.74, Unit 11 p.84, Unit 12 p.94
	character and personal appearance	Unit 5 pp.40, 42, 43, 45, Unit 8 p.66, Unit 9 p.68, Vocabulary bank p.114
<b>2</b>	<b>House, home and environment</b>	
	accommodation, rooms	Unit 3 p.26, Unit 10 p.77, Vocabulary bank p.115
	furniture, bedclothes	Unit 10 p.77, Vocabulary bank p.115
	equipment and amenities	Unit 10 p.77
	environment	Unit 4 p.34, Unit 7 p.54, Unit 9 p.73, Unit 10 pp.74, 80, Unit 14 pp.102, 105, Vocabulary bank p.113
	flora and fauna	Unit 2 p.20, Unit 3 p.26, Unit 5 pp.40, 44, 45, Unit 6 p.52, Unit 10 p.74
	climate and weather	Unit 7 p.54, Unit 9 p.73, Unit 10 pp.74, 80, Unit 12 pp.88, 94
<b>3</b>	<b>Daily life</b>	
	at home	Welcome section A p.5, Unit 7 pp.54, 55, 57, 58, Unit 10 p.74, Unit 11 p.83, Unit 12 p.89, Unit 13 p.99
	seasonal festivals	Unit 11 pp.82, 87
<b>4</b>	<b>Free time, entertainment</b>	
	leisure	Unit 4 p.32, Unit 6 p.52, Unit 10 p.76
	hobbies and interests	Unit 3 p.29
	entertainment, media	Unit 2 pp.18, 20, 22, 23, 24, Unit 3 pp.27, 29, Unit 4 p.37, Unit 5 p.45, Unit 7 pp.54, 55, 56, 57, 58, 59, Unit 11 pp.82, 86, 87, Unit 12 pp.88, 90, 94, Unit 13 p.101, Unit 14 pp.102, 105
	intellectual and artistic pursuits	Unit 2 pp.18, 20, Unit 3 pp.27, 29, Unit 4 p.32, Unit 9 p.70, Unit 11 p.82
	sports and physical activities	Unit 2 pp.20, 23, Unit 3 pp.27, 29, Unit 4 p.34, Unit 5 p.45, Unit 7 p.55, Unit 9 pp.68, 70, 71, 72, 73, Unit 10 pp.76, 78, 80, Unit 11 p.82, Unit 14 p.105, Vocabulary bank p.115
	press	Unit 3 pp.26, 30, Unit 5 pp.40, 44-45, Unit 6 p.46, Unit 7 pp.54, 59, Unit 9 pp.72-73, Unit 11 pp.82, 86, Unit 12 pp.88, 90, Unit 13 pp.96, 100, Unit 14 p.104
<b>5</b>	<b>Travel</b>	
	places	Unit 4 pp.32, 33, Unit 10 p.80, Unit 11 pp.86, 87, Unit 12 p.94, Unit 14 pp.104, 105
	public transport	Unit 4 p.32, Unit 13 p.96, Unit 14 p.105
	private transport	Unit 10 p.74, Unit 12 p.88, Unit 14 p.105
	traffic, directions	Unit 4 pp.35, 36, 38
	holidays	Unit 10 p.80, Unit 12 p.94
	accommodation	Unit 10 p.80, Unit 12 p.94, Unit 14 p.104
<b>6</b>	<b>Relations with other people</b>	
	social life	Unit 2 p.22, Unit 4 pp.36, 37, Unit 8 pp.63, 66, Unit 10 pp.78, 79, Unit 12 p.90, Unit 13 pp.96, 97, Unit 14 pp.106, 107
	correspondence	Welcome section A p.11, Unit 2 p.24, Unit 4 p.38, Unit 6 p.52, Unit 7 p.55, Unit 8 pp.63, 66, Unit 9 pp.68, 73, Unit 10 p.80, Unit 11 p.87, Unit 12 p.94, Unit 14 p.108

<b>7</b>	<b>Health and body care</b>	
	parts of the body	Unit 5 pp.40, 42, Vocabulary bank p.114
	personal well-being	Unit 8 pp.64, 65
	ailments, accidents	Unit 9 p.68, Unit 12 pp.92, 93, Unit 14 p.106
<b>8</b>	<b>Education *</b>	
	schooling	Welcome section B p.7, Unit 3 p.27, Unit 7 pp.54, 55, Unit 8 p.66, Unit 9 pp.72-73, Unit 10 p.76, Unit 14 p.102
	subjects	Unit 3 p.27, Unit 14 p.105
<b>9</b>	<b>Shopping</b>	
	shopping facilities	Unit 3 pp.29, 30, Unit 4 pp.34, 35, 38, Unit 6 p.47, Unit 7 p.54, Unit 10 p.80, Unit 14 p.102
	foodstuffs	Unit 3 p.30, Unit 6 p.47
	clothes, fashion	Unit 7 p.55, Unit 11 pp.82, 84, 85, 87, Vocabulary bank p.116
	prices and quality of goods	Vocabulary bank p.116
<b>10</b>	<b>Food and drink</b>	
	types of food and drink	Unit 2 p.20, Unit 4 p.38, Unit 5 p.40, Unit 6 pp.46, 47, 48, 49, 50, 51, 52, Unit 7 p.55, Unit 11 pp.82, 87, Unit 12 p.94, Vocabulary bank p.114
	eating and drinking out	Unit 6 pp.46, 49
<b>11</b>	<b>Services</b>	
	post	Unit 4 pp.34, 35, 36, 38
	bank	Unit 4 pp.34, 35
	medical services	Unit 4 p.34
<b>12</b>	<b>Places *</b>	Unit 1 p.14, Unit 2 p.18, Unit 3 pp.26, 30, Unit 4 pp.32, 33, 34, 38, Unit 5 pp.44, 45, Unit 6 p.46, Unit 7 p.54, Unit 11 pp.82, 86, Unit 12 p.90, Unit 13 p.96, Unit 14 pp.104, 105, 108, Vocabulary bank p.113
<b>13</b>	<b>Language *</b>	Welcome section D p.10, Unit 13 p.97
<b>14</b>	<b>Weather *</b>	Unit 7 p.54, Unit 9 p.73, Unit 10 pp.74, 80, Unit 12 pp.88, 94

\* Themes which appear in the CEF: Threshold document.