

# Touchstone Level 2

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
TOUCHSTONE 1	A1	Breakthrough				120+
TOUCHSTONE 2	A2	Waystage				225+
TOUCHSTONE 3	B1	Threshold	KET (Key English Test)	4.0–5.0	57–86	550+
TOUCHSTONE 4			PET (Preliminary English Test)			
VIEWPOINT 1	B2	Vantage	FCE (First Certificate in English)	5.5–6.5	87–109	785+
VIEWPOINT 2	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 2 covers level A2 of the CEFR. This table describes the general degree of skill achieved by learners at this level.

Skill	Learners will be able to:
<b>Listening</b>	<ul style="list-style-type: none"> <li>▪ understand phrases and very high frequency vocabulary related to areas of the most immediate personal relevance (e.g., basic personal and family information, shopping, local geography, and employment).</li> <li>▪ catch the main point in short, clear, simple, messages and announcements.</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>▪ read short, simple texts, including short, simple personal letters and emails.</li> <li>▪ find specific, predictable information in simple, everyday material such as advertisements, catalogs, menus, and timetables.</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>▪ communicate about basic and routine tasks that require a simple and direct exchange of information on familiar topics and activities.</li> <li>▪ handle very short social exchanges.</li> <li>▪ use a series of phrases and sentences to describe in simple terms their family and other people, living conditions, their educational background, and their present or most recent job.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>▪ write short simple notes, messages, and emails relating to matters in areas of immediate need.</li> <li>▪ write a simple personal letter, for example, thanking someone for something.</li> </ul>
<b>Communicative language competence</b>	<ul style="list-style-type: none"> <li>▪ use basic sentence patterns and phrases, groups of a few words and formulae in order to communicate limited information in everyday situations.</li> <li>▪ use some simple grammatical structures correctly.</li> <li>▪ speak with clear enough pronunciation to be understood.</li> <li>▪ perform and respond to basic language functions such as information exchange, requests, and invitations, and express opinions and attitudes in a simple way.</li> <li>▪ socialize simply but effectively using common expressions and using everyday, polite forms of greeting and address.</li> </ul>
<b>Communication strategies</b>	<ul style="list-style-type: none"> <li>▪ initiate, maintain, and close simple conversations, guess some unknown words from context in simple, short texts and utterances, and ask for clarification or repetition.</li> <li>▪ indicate when they are following a conversation.</li> </ul>

## CEFR goals realized in this level of *Touchstone*

### Listening

At A2, learners can understand speech that:

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

#### OVERALL LISTENING COMPREHENSION

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

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
A4 p3	B3 p15	A1 p22	A1 p34	A1 p44	A3 p55	A1 p66	A1 p76	A1 p86	A1 p98	A1 p108	A1 p118
B1 p4	C1 p16	A3 p23	B2 p37	B1 p46	B1 p56	B2 p69	B2 p79	A3 p87	B1 p100	B2 p111	B1 p121
C3 p7	C3 p17	B3 p25	C3 p39	C3 p49	B3 p57	C1 p70	C1 p80	B2 p89	B2 p101	C1 p112	C1 p122
		D2 p29	D2 p41	D2 p51	C1 p58	C2 p71	C2 p81	C1 p90	C1 p102	C3 p113	C3 p123
					C3 p59	C3 p71	D2 p83	C2 p91	C2 p103	D2 p115	D2 p125
						D2 p73		C3 p91	C3 p103		
								D2 p93	D2 p105		

#### UNDERSTANDING INTERACTION

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

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	D2 p19	A3 p23				B2 p69	C3 p81	B2 p89	B1 p100	A1 p108	B2 p121
C3 p7						C1 p70			C1 p101	B2 p111	C1 p122
									C3 p103	C1 p112	C3 p123
										C3 p113	D2 p125
										D2 p115	

#### LISTENING TO ANNOUNCEMENTS & INSTRUCTIONS

Can catch the main point in short, clear, simple messages and announcements.

Can understand simple directions relating to how to get from X to Y, by foot or public transport.

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 p55						C3 p123
					B2 p57						
					B3 p57						

#### LISTENING TO MEDIA & RECORDINGS

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

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

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 p12	A1 p22				D2 p73					

### Reading

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

#### READING CORRESPONDENCE

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

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 p18	D3 p29				D2 p73	D1 p80				

**READING FOR ORIENTATION**

Can find specific, predictable information in simple, everyday material such as advertisements, websites, catalogs, menus, reference lists, and timetables.  
Can understand everyday signs and notices in public places.

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 p60 D3 p61	D1 p70					

**READING FOR INFORMATION & ARGUMENT**

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

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 D3 p29	D1 p40	D1 p50	D1 p60	D1 p70	D1 p80	D1 p92 D3 p93	D1 p104 D3 p105	D1 p114	D1 p124

**Speaking**

**Overall spoken interaction**

At A2, learners can manage simple, routine exchanges fairly easily, but struggle with extended conversations and often need help with understanding. They can:

- ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.
- handle very short social exchanges and simple transactions.
- mostly understand speech in a standard accent directed at them which is delivered slowly and clearly provided they can ask for repetition or reformulation from time to time.

**CONVERSATION**

Can use simple, everyday, polite forms of greeting, address, farewell, introduction, and giving thanks.  
Can participate in short conversations in routine contexts on topics of interest.  
Can express how they feel in simple terms.  
Can make and respond to invitations and apologies.  
Can say what they like and dislike.

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	C1 p16	C1 p26	C1 p38	C1 p48	C1 p58	A2 p67	C1 p80	B3 p89	A3 p99	A2 p109	A3 p119
C1 p6	C2 p17	C2 p27	C2 p39	C2 p49	C2 p59	C1 p70	C2 p81	C1 p90	B1 p100	C1 p112	C1 p122
C2 p7	C3 p17	C3 p27				C2 p71	C3 p81	C2 p91	C1 p102	C2 p113	C2 p123
C3 p7							D3 p83	C3 p91	C2 p103	C3 p113	
									C3 p103		

**INFORMAL DISCUSSION (WITH FRIENDS)**

Can participate in a discussion about everyday, practical issues in a simple way.  
Can make and respond to suggestions.  
Can agree and disagree with others.  
Can discuss what to do, where to go, and make arrangements to meet.

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 p9	B2 p14	A3 p23	D1 p41			A3 p67			A2 p99		D1 p125
	C3 p17	C3 p27				B3 p69			B3 p101		D2 p125
		D1 p28				C1 p70			D2 p105		
						C3 p71			D3 p105		

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

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.
- asking for and giving 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
					A2 p55	B3 p69	C1 p80				C3 p123
					B2 p57	C1 p70	C2 p81				
					B3 p57	C3 p71					

**TRANSACTIONS TO OBTAIN GOODS & SERVICES**

Can deal with common aspects of everyday living such as travel – tourist information, public transport and accommodation, shopping, buying tickets, and simple transactions in shops, post offices, or banks.

Can give and receive information about quantities, numbers, prices, etc.

Can make simple purchases by stating what is wanted and asking the price.

Can order a meal.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
					C3 p59						

**INFORMATION EXCHANGE**

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

Can give and follow simple directions and instructions (e.g., explain how to get somewhere).

Can communicate about basic and routine tasks that require a simple and direct exchange of information.

Can exchange limited information on familiar and routine operational matters.

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 p2	A3 p13	A1 p22	A2 p35	A2 p45	A1 p54	A2 p67	A3 p77	B1 p88	C3 p103	A3 p109	A1 p119
A3 p3	B2 p14	A2 p23	A3 p35	A3 p45	A2 p55	C1 p70	D3 p83	B3 p89		B3 p111	B3 p121
A4 p3	D2 p19	A3 p23	B1 p36	B4 p47	B2 p57					D3 p115	C1 p122
B2 p4		B4 p25	B3 p37	C2 p49	B3 p57						
		C1 p26	C1 p38	C3 p49	C3 p59						
			C2 p39	D3 p51							
			C3 p39								

**INTERVIEWING AND BEING INTERVIEWED**

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

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	A2 p13			B4 p47							
	A3 p13			D1 p51							
				D3 p51							

**Overall spoken production**

At A2, learners can give simple descriptions or presentations about everyday things as a short series of simple phrases and sentences linked into a list.

**SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE**

Can tell a story as a simple list of points.

Can give short, basic descriptions of:

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

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

Can explain what they like or dislike about something.

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	A3 p13	B4 p25		B4 p47	D3 p61	C1 p70	D1 p82	A1 p86			
	D1 p18	D3 p29		C1 p48			D2 p83	A3 p87			
								C3 p91			
								D1 p92			
								D2 p93			

## Writing

Overall written production and interaction

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

### OVERALL WRITTEN PRODUCTION

Can write short, simple formulaic notes relating to matters in areas of immediate need.

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	D3 p29	D2 p41								

### CORRESPONDENCE

Can write very simple personal letters, emails, 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
			D2 p41			D2 p73					

### CREATIVE WRITING

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

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

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 p8	A3 p13		A2 p35	C1 p48	D3 p61		D3 p83	B1 p88	D3 p105	B1 p110	D2 p125
	D3 p19			D3 p51				D3 p93		D5 p115	

### COHERENCE

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

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 p8	D3 p19	D3 p29		D3 p51			D3 p83	D3 p93	D3 p105		D2 p125

## Communicative language competence

### VOCABULARY RANGE

Can understand high frequency job-related or everyday language.

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

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	B1 p14	B1 p24	A1 p34	B3 p47	B1 p56	B1 p68	B1 p78	B1 p88	B1 p100	B3 p110	B1 p120
			C1 p38	D1 p50						C1 p112	

### GRAMMATICAL ACCURACY

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

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	A1 p12	A1 p22	A2 p35	A2 p45	A2 p55	A1 p66	A1 p76	A1 p86	A1 p98	A2 p109	A2 p119
B2 p4	A2 p13	A2 p23	B3 p37	B1 p46	B1 p56	A2 p67	A2 p77	A2 p87	A2 p99	B3 p111	B2 p121
	B4 p15	B4 p25		B2 p46	B2 p57	B3 p69	B3 p79	B3 p101	B3 p101		B3 p121

### PHONOLOGICAL CONTROL

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

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 p2	B2 p14	B1 p24	A1 p34	A2 p45	A3 p55	A1 p66	A1 p76	A3 p87	A3 p99	A1 p108	A3 p119
	B3 p15	B2 p24	A3 p35	A3 p45	B1 p56	A3 p67	A3 p77	B1 p88	B1 p100	A3 p109	B1 p120
		B3 p25	C2 p39	B3 p47	C2 p59	B1 p68	B1 p78	B3 p89	C1 p102	C2 p113	C1 p122
						B2 p69	B2 p79	C1 p90	C2 p103		
							B3 p79				
							D3 p83				

**SOCIOLINGUISTIC APPROPRIATENESS**

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

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	D2 p41				C1 p80	C1 p90	C1 p102		C1 p122
		C3 p27					C2 p81	C3 p91	C2 p103		C2 p123
							C3 p81		C3 p103		C3 p123

**Communication strategies**

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

Can use simple techniques to start, maintain, or end a short conversation.  
 Can initiate, maintain, and close simple, face-to-face conversation.  
 Can ask very simply for repetition when they do not understand.  
 Can ask for clarification about key words or phrases not understood using stock phrases.  
 Can indicate whether they are following or not.

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 p26	C1 p38	C1 p48	C1 p59	C2 p71			C1 p102	C1 p112	
C2 p7		C3 p27	C2 p39	C2 p49	C2 p59					C2 p113	
D1 p8				C3 p49	C3 p59						



## How each unit relates to the CEFR

### Unit 1

Skill	Goal	Lesson
<b>Listening</b>	Can understand phrases and expressions related to very familiar topics (e.g., basic personal and family information, shopping, local geography, and employment).	A4 p3 B1 p4 C3 p7
	Can generally identify the topic of discussion around them as long as it is conducted slowly and clearly.	C1 p6 C3 p7
<b>Reading</b>	Can identify specific information in simple written material such as letters, brochures, and short newspaper or online articles.	D1 p8
<b>Speaking</b>	Can use simple, everyday, polite forms of greeting, address, farewell, introduction, and giving thanks. Can participate in short conversations in routine contexts on topics of interest. Can express how they feel in simple terms. Can make and respond to invitations and apologies. Can say what they like and dislike.	A1 p2 C1 p6 C2 p7 C3 p7
	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.	D3 p9
	Can ask for and provide personal information (e.g., habits, routines, pastimes and past activities). Can give and follow simple directions and instructions (e.g., explain how to get somewhere). Can communicate about basic and routine tasks that require a simple and direct exchange of information. Can exchange limited information on familiar and routine operational matters.	A2 p2 A3 p3 A4 p3 B2 p4
	Can answer simple questions and respond to simple statements in an interview.	A1 p2
	Can tell a story as a simple list of points. Can give short, basic descriptions of: <ul style="list-style-type: none"> <li>• events and activities.</li> <li>• plans and arrangements, habits and routines, past activities, and personal experiences.</li> <li>• their family, living conditions, educational background, present or most recent job.</li> <li>• people, places, and possessions.</li> </ul> Can use simple, descriptive language to make brief statements about and compare objects and possessions. Can explain what they like or dislike about something.	B3 p5
	<b>Writing</b>	Can write very short, basic descriptions of events, past activities, and personal experiences. Can write a series of simple phrases and sentences about everyday, personal matters (e.g., family, people, places, a job or study experience, living conditions, educational background, present or most recent job).
	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	D2 p8
<b>Communicative language competence</b>	Can understand high frequency job-related or everyday language. Has sufficient vocabulary to conduct routine, everyday transactions and express basic communicative and survival needs.	B3 p5
	Use some simple structures correctly, but still systematically make basic mistakes (e.g., tend to mix up tenses and forget to mark agreement).	A3 p3 B2 p4
	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.	A2 p2
	Can handle very short social exchanges, using everyday, polite forms of greeting and address.	C1 p6
<b>Communication strategies</b>	Can use simple techniques to start, maintain, or end a short conversation. Can initiate, maintain, and close simple, face-to-face conversation. Can ask very simply for repetition when they do not understand. Can ask for clarification about key words or phrases not understood using stock phrases. Can indicate whether they are following or not.	C1 p6 C2 p7 D1 p8

## Unit 2

Skill	Goal	Lesson
<b>Listening</b>	Can understand phrases and expressions related to very familiar topics (e.g., very basic personal and family information, shopping, local geography, and employment).	B3 p15 C1 p16 C3 p17
	Can generally identify the topic of discussion around them as long as it is conducted slowly and clearly.	D2 p19
	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.	A1 p12
<b>Reading</b>	Can understand basic types of standard, routine letters, emails, short, simple personal letters, etc.	D1 p18
	Can identify specific information in simple written material such as letters, brochures, and short newspaper or online articles.	D1 p18
<b>Speaking</b>	Can use simple, everyday, polite forms of greeting, address, farewell, introduction, and giving thanks. Can participate in short conversations in routine contexts on topics of interest. Can express how they feel in simple terms. Can make and respond to invitations and apologies. Can say what they like and dislike.	C1 p16 C2 p17 C3 p17
	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.	B2 p14 C3 p17
	Can ask for and provide personal information (e.g., habits, routines, pastimes, and past activities). Can give and follow simple directions and instructions (e.g. explain how to get somewhere). Can communicate about basic and routine tasks that require a simple and direct exchange of information. Can exchange limited information on familiar and routine operational matters.	A3 p13 B2 p14 D2 p19
	Can answer simple questions and respond to simple statements in an interview.	A2 p13 A3 p13
	Can tell a story as a simple list of points. Can give short, basic descriptions of: <ul style="list-style-type: none"> <li>• events and activities.</li> <li>• plans and arrangements, habits and routines, past activities, and personal experiences.</li> <li>• their family, living conditions, educational background, present or most recent job.</li> <li>• people, places and possessions.</li> </ul> Can use simple, descriptive language to make brief statements about and compare objects and possessions. Can explain what they like or dislike about something.	A3 p13 D1 p18
	<b>Writing</b>	Can write short, simple formulaic notes relating to matters in areas of immediate need.
	Can write very short, basic descriptions of events, past activities, and personal experiences. Can write a series of simple phrases and sentences about everyday and/or personal matters (e.g., family, people, places, a job or study experience, living conditions, educational background, present or most recent job).	A3 p13 D3 p19
	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	D3 p19
<b>Communicative language competence</b>	Can understand high frequency job-related or everyday language. Has sufficient vocabulary to conduct routine, everyday transactions and express basic communicative and survival needs.	B1 p14
	Use some simple structures correctly, but still systematically make basic mistakes (e.g., tend to mix up tenses and forget to mark agreement).	A1 p12 A2 p13 B4 p15
	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.	B2 p14 B3 p15
	Can handle very short social exchanges using everyday, polite forms of greeting and address.	C1 p16

### Unit 3

Skill	Goal	Lesson
Listening	Can understand phrases and expressions related to very familiar topics (e.g., basic personal and family information, shopping, local geography, and employment).	A1 p22 A3 p23 B3 p25 D2 p29
	Can generally identify the topic of discussion around them as long as it is conducted slowly and clearly.	A3 p23
	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.	A1 p22
Reading	Can understand basic types of standard, routine letters, emails, short, simple personal letters, etc.	D3 p29
	Can identify specific information in simple written material such as letters, brochures, and short newspaper or online articles.	D1 p28 D3 p29
Speaking	Can use simple, everyday, polite forms of greeting, address, farewell, introduction, and giving thanks. Can participate in short conversations in routine contexts on topics of interest. Can express how they feel in simple terms. Can make and respond to invitations and apologies. Can say what they like and dislike.	C1 p26 C2 p27 C3 p27
	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.	A3 p23 C3 p27 D1 p28
	Can ask for and provide personal information (e.g., habits, routines, pastimes, and past activities). Can give and follow simple directions and instructions (e.g., explain how to get somewhere). Can communicate about basic and routine tasks that require a simple and direct exchange of information. Can exchange limited information on familiar and routine operational matters.	A1 p22 A2 p23 A3 p23 B4 p25 C1 p26
	Can tell a story as a simple list of points. Can give short, basic descriptions of: <ul style="list-style-type: none"> <li>• events and activities.</li> <li>• plans and arrangements, habits and routines, past activities, and personal experiences.</li> <li>• their family, living conditions, educational background, present or most recent job.</li> <li>• people, places, and possessions.</li> </ul> Can use simple, descriptive language to make brief statements about and compare objects and possessions. Can explain what they like or dislike about something.	B4 p25 D3 p29
Writing	Can write short, simple formulaic notes relating to matters in areas of immediate need.	D3 p29
	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	D3 p29
Communicative language competence	Can understand high frequency job-related or everyday language. Has sufficient vocabulary to conduct routine, everyday transactions and express basic communicative and survival needs.	B1 p24
	Use some simple structures correctly, but still systematically make basic mistakes (e.g., tend to mix up tenses and forget to mark agreement).	A1 p22 A2 p23 B4 p25
	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 p24 B2 p24 B3 p25
	Can handle very short social exchanges using everyday, polite forms of greeting and address.	C1 p26 C3 p27
Communication strategies	Can use simple techniques to start, maintain, or end a short conversation. Can initiate, maintain, and close simple, face-to-face conversation. Can ask very simply for repetition when they do not understand. Can ask for clarification about key words or phrases not understood using stock phrases. Can indicate whether they are following or not.	C1 p26 C3 p27

## Unit 4

Skill	Goal	Lesson
<b>Listening</b>	Can understand phrases and expressions related to very familiar topics (e.g., basic personal and family information, shopping, local geography, and employment).	A1 p34 B2 p37 C3 p39 D2 p41
<b>Reading</b>	Can identify specific information in simple written material such as letters, brochures, and short newspaper or online articles.	D1 p40
<b>Speaking</b>	Can use simple, everyday, polite forms of greeting, address, farewell, introduction, and giving thanks. Can participate in short conversations in routine contexts on topics of interest. Can express how they feel in simple terms. Can make and respond to invitations and apologies. Can say what they like and dislike.	C1 p38 C2 p39
	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.	D1 p41
	Can ask for and provide personal information (e.g., habits, routines, pastimes, and past activities). Can give and follow simple directions and instructions (e.g., explain how to get somewhere). Can communicate about basic and routine tasks that require a simple and direct exchange of information. Can exchange limited information on familiar and routine operational matters.	A2 p35 A3 p35 B1 p36 B3 p37 C1 p38 C2 p39 C3 p39
<b>Writing</b>	Can write short, simple formulaic notes relating to matters in areas of immediate need.	D2 p41
	Can write very simple personal letters, emails, etc.	D2 p41
	Can write very short, basic descriptions of events, past activities, and personal experiences. Can write a series of simple phrases and sentences about everyday and/or personal matters (e.g., family, people, places, a job or study experience, living conditions, educational background, present or most recent job).	A2 p35
<b>Communicative language competence</b>	Can understand high frequency job-related or everyday language. Has sufficient vocabulary to conduct routine, everyday transactions and express basic communicative and survival needs.	A1 p34 C1 p38
	Use some simple structures correctly, but still systematically make basic mistakes (e.g., tend to mix up tenses and forget to mark agreement).	A2 p35 B3 p37
	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.	A1 p34 A3 p35 C2 p39
	Can handle very short social exchanges using everyday, polite forms of greeting and address.	D2 p41
<b>Communication strategies</b>	Can use simple techniques to start, maintain, or end a short conversation. Can initiate, maintain, and close simple, face-to-face conversation. Can ask very simply for repetition when they do not understand. Can ask for clarification about key words or phrases not understood using stock phrases. Can indicate whether they are following or not.	C1 p38 C2 p39

## Unit 5

Skill	Goal	Lesson
<b>Listening</b>	Can understand phrases and expressions related to very familiar topics (e.g., basic personal and family information, shopping, local geography, and employment).	A1 p44 B1 p46 C3 p49 D2 p51
<b>Reading</b>	Can identify specific information in simple written material such as letters, brochures, and short newspaper or online articles.	D1 p50
<b>Speaking</b>	Can use simple, everyday, polite forms of greeting, address, farewell, introduction, and giving thanks. Can participate in short conversations in routine contexts on topics of interest. Can express how they feel in simple terms. Can make and respond invitations and apologies. Can say what they like and dislike.	C1 p48 C2 p49
	Can ask for and provide personal information (e.g., habits, routines, pastimes, and past activities). Can give and follow simple directions and instructions (e.g., explain how to get somewhere). Can communicate about basic and routine tasks that require a simple and direct exchange of information. Can exchange limited information on familiar and routine operational matters.	A2 p45 A3 p45 B4 p47 C2 p49 C3 p49 D3 p51
	Can answer simple questions and respond to simple statements in an interview.	B4 p47 D1 p51 D3 p51
	Can tell a story as a simple list of points. Can give short, basic descriptions of: <ul style="list-style-type: none"> <li>• events and activities.</li> <li>• plans and arrangements, habits and routines, past activities, and personal experiences.</li> <li>• their family, living conditions, educational background, present or most recent job.</li> <li>• people, places, and possessions.</li> </ul> Can use simple, descriptive language to make brief statements about and compare objects and possessions. Can explain what they like or dislike about something.	B4 p47 C1 p48
<b>Writing</b>	Can write very short, basic descriptions of events, past activities, and personal experiences. Can write a series of simple phrases and sentences about everyday and/or personal matters (e.g., family, people, places, a job or study experience, living conditions, educational background, present or most recent job).	C1 p48 D3 p51
	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	D3 p51
<b>Communicative language competence</b>	Can understand high frequency job-related or everyday language. Has sufficient vocabulary to conduct routine, everyday transactions and express basic communicative and survival needs.	B3 p47 D1 p50
	Use some simple structures correctly, but still systematically make basic mistakes (e.g., tend to mix up tenses and forget to mark agreement).	A2 p45 B1 p46 B2 p46
	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.	A2 p45 A3 p45 B3 p47
<b>Communication strategies</b>	Can use simple techniques to start, maintain, or end a short conversation. Can initiate, maintain, and close simple, face-to-face conversation. Can ask very simply for repetition when they do not understand. Can ask for clarification about key words or phrases not understood using stock phrases. Can indicate whether they are following or not.	C1 p48 C2 p49 C3 p49

**Unit 6**

Skill	Goal	Lesson
<b>Listening</b>	Can understand phrases and expressions related to very familiar topics (e.g., basic personal and family information, shopping, local geography, and employment).	A3 p55 B1 p56 B3 p57 C1 p58 C3 p59
	Can catch the main point in short, clear, simple messages and announcements. Can understand simple directions relating to how to get from X to Y, by foot or public transport.	A2 p55 B2 p57 B3 p57
<b>Reading</b>	Can find specific, predictable information in simple, everyday material such as advertisements, websites, catalogs, menus, reference lists, and timetables. Can understand everyday signs and notices in public places.	D1 p60 D3 p61
	Can identify specific information in simple written material such as letters, brochures, and short newspaper or online articles.	D1 p60
<b>Speaking</b>	Can use simple, everyday, polite forms of greeting, address, farewell, introduction, and giving thanks. Can participate in short conversations in routine contexts on topics of interest. Can express how they feel in simple terms. Can make and respond to invitations and apologies. Can say what they like and dislike.	C1 p58 C2 p59
	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> <li>• asking for and giving directions.</li> </ul>	A2 p55 B2 p57 B3 p57
	Can deal with common aspects of everyday living such as travel – tourist information, public transport and accommodation, shopping, buying tickets, and simple transactions in shops, post offices or banks. Can give and receive information about quantities, numbers, prices, etc. Can make simple purchases by stating what is wanted and asking the price. Can order a meal.	C3 p59
	Can ask for and provide personal information (e.g., habits, routines, pastimes, and past activities). Can give and follow simple directions and instructions (e.g., explain how to get somewhere). Can communicate about basic and routine tasks that require a simple and direct exchange of information. Can exchange limited information on familiar and routine operational matters.	A1 p54 A2 p55 B2 p57 B3 p57 C3 p59
	Can tell a story as a simple list of points. Can give short, basic descriptions of: <ul style="list-style-type: none"> <li>• events and activities.</li> <li>• plans and arrangements, habits and routines, past activities, and personal experiences.</li> <li>• their family, living conditions, educational background, present or most recent job.</li> <li>• people, places, and possessions.</li> </ul> Can use simple, descriptive language to make brief statements about and compare objects and possessions. Can explain what they like or dislike about something.	D3 p61

Skill	Goal	Lesson
<b>Writing</b>	Can write very short, basic descriptions of events, past activities, and personal experiences. Can write a series of simple phrases and sentences about everyday and/or personal matters (e.g., family, people, places, a job or study experience, living conditions, educational background, present or most recent job).	D3 p61
<b>Communicative language competence</b>	Can understand high frequency job-related or everyday language. Has sufficient vocabulary to conduct routine, everyday transactions and express basic communicative and survival needs.	B1 p56
	Use some simple structures correctly, but still systematically make basic mistakes (e.g., tend to mix up tenses and forget to mark agreement).	A2 p55 B1 p56 B2 p57
	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.	A3 p55 B1 p56 C2 p59
<b>Communication strategies</b>	Can use simple techniques to start, maintain, or end a short conversation. Can initiate, maintain, and close simple, face-to-face conversation. Can ask very simply for repetition when they do not understand. Can ask for clarification about key words or phrases not understood using stock phrases. Can indicate whether they are following or not.	C1 p59 C2 p59 C3 p59

**Unit 7**

<b>Skill</b>	<b>Goal</b>	<b>Lesson</b>
<b>Listening</b>	Can understand phrases and expressions related to very familiar topics (e.g., basic personal and family information, shopping, local geography, and employment).	A1 p66 B2 p69 C1 p70 C2 p71 C3 p71 D2 p73
	Can generally identify the topic of discussion around them as long as it is conducted slowly and clearly.	B2 p69 C1 p70
	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.	D2 p73
<b>Reading</b>	Can understand basic types of standard, routine letters, emails, short, simple personal letters, etc.	D2 p73
	Can find specific, predictable information in simple, everyday material such as advertisements, websites, catalogs, menus, reference lists, and timetables. Can understand everyday signs and notices in public places.	D1 p70
	Can identify specific information in simple written material such as letters, brochures, and short newspaper or online articles.	D1 p70
<b>Speaking</b>	Can use simple, everyday, polite forms of greeting, address, farewell, introduction, and giving thanks. Can participate in short conversations in routine contexts on topics of interest. Can express how they feel in simple terms. Can make and respond to invitations, invitations and apologies. Can say what they like and dislike.	A2 p67 C1 p70 C2 p71
	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.	A3 p67 B3 p69 C1 p70 C3 p71
	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> <li>• asking for and giving directions.</li> </ul>	B3 p69 C1 p70 C3 p71
	Can ask for and provide personal information (e.g., habits, routines, pastimes, and past activities). Can give and follow simple directions and instructions (e.g., explain how to get somewhere). Can communicate about basic and routine tasks that require a simple and direct exchange of information. Can exchange limited information on familiar and routine operational matters.	A2 p67 C1 p70
	Can tell a story as a simple list of points. Can give short, basic descriptions of: <ul style="list-style-type: none"> <li>• events and activities.</li> <li>• plans and arrangements, habits and routines, past activities, and personal experiences.</li> <li>• their family, living conditions, educational background, present or most recent job.</li> <li>• people, places, and possessions.</li> </ul> Can use simple, descriptive language to make brief statements about and compare objects and possessions. Can explain what they like or dislike about something.	C1 p70
	Can write very simple personal letters, emails, etc.	D2 p73
<b>Writing</b>	Can write very simple personal letters, emails, etc.	D2 p73



Skill	Goal	Lesson
<b>Communicative language competence</b>	Can understand high frequency job-related or everyday language. Has sufficient vocabulary to conduct routine, everyday transactions and express basic communicative and survival needs.	B1 p68
	Use some simple structures correctly, but still systematically make basic mistakes (e.g., tend to mix up tenses and forget to mark agreement).	A1 p66 A2 p67 B3 p69
	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.	A1 p66 A3 p67 B1 p68 B2 p69
<b>Communication strategies</b>	Can use simple techniques to start, maintain, or end a short conversation. Can initiate, maintain, and close simple, face-to-face conversation. Can ask very simply for repetition when they do not understand. Can ask for clarification about key words or phrases not understood using stock phrases. Can indicate whether they are following or not.	C2 p71

**Unit 8**

Skill	Goal	Lesson	
<b>Listening</b>	Can understand phrases and expressions related to very familiar topics (e.g., basic personal and family information, shopping, local geography, and employment).	A1 p76 B2 p79 C1 p80 C2 p81 D2 p83	
	Can generally identify the topic of discussion around them as long as it is conducted slowly and clearly.	C3 p81	
<b>Reading</b>	Can understand basic types of standard routine letters, emails, short, simple personal letters, etc.	D1 p80	
	Can identify specific information in simple written material such as letters, brochures, and short newspaper or online articles.	D1 p80	
<b>Speaking</b>	Can use simple, everyday, polite forms of greeting, address, farewell, introduction, and giving thanks. Can participate in short conversations in routine contexts on topics of interest. Can express how they feel in simple terms. Can make and respond to invitations and apologies. Can say what they like and dislike.	C1 p80 C2 p81 C3 p81 D3 p83	
	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> <li>• asking for and giving directions.</li> </ul>	C1 p80 C2 p81	
	Can ask for and provide personal information (e.g., habits, routines, pastimes, and past activities). Can give and follow simple directions and instructions (e.g., explain how to get somewhere). Can communicate about basic and routine tasks that require a simple and direct exchange of information. Can exchange limited information on familiar and routine operational matters.	A3 p77 D3 p83	
	Can tell a story as a simple list of points. Can give short, basic descriptions of: <ul style="list-style-type: none"> <li>• events and activities.</li> <li>• plans and arrangements, habits and routines, past activities, and personal experiences.</li> <li>• their family, living conditions, educational background, present or most recent job.</li> <li>• people, places, and possessions.</li> </ul> Can use simple, descriptive language to make brief statements about and compare objects and possessions. Can explain what they like or dislike about something.	D1 p82 D2 p83	
	<b>Writing</b>	Can write very short, basic descriptions of events, past activities, and personal experiences. Can write a series of simple phrases and sentences about everyday and/or personal matters (e.g., family, people, places, a job or study experience, living conditions, educational background, present or most recent job).	D3 p83
		Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	D3 p83
<b>Communicative language competence</b>	Can understand high frequency job-related or everyday language. Has sufficient vocabulary to conduct routine, everyday transactions and express basic communicative and survival needs.	B1 p78	
	Use some simple structures correctly, but still systematically make basic mistakes (e.g., tend to mix up tenses and forget to mark agreement).	A1 p76 A2 p77 B3 p79	
	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.	A1 p76 A3 p77 B1 p78 B2 p79 B3 p79 D3 p83	
	Can handle very short social exchanges using everyday, polite forms of greeting and address.	C1 p80 C2 p81 C3 p81	

**Unit 9**

Skill	Goal	Lesson
<b>Listening</b>	Can understand phrases and expressions related to very familiar topics (e.g., basic personal and family information, shopping, local geography, and employment).	A1 p86 A3 p87 B2 p89 C1 p90 C2 p91 C3 p91 D2 p93
	Can generally identify the topic of discussion around them as long as it is conducted slowly and clearly.	B2 p89
<b>Reading</b>	Can identify specific information in simple written material such as letters, brochures, and short newspaper or online articles.	D1 p92 D3 p93
<b>Speaking</b>	Can use simple, everyday, polite forms of greeting, address, farewell, introduction, and giving thanks. Can participate in short conversations in routine contexts on topics of interest. Can express how they feel in simple terms. Can make and respond to invitations and apologies. Can say what they like and dislike.	B3 p89 C1 p90 C2 p91 C3 p91
	Can ask for and provide personal information (e.g., habits, routines, pastimes, and past activities). Can give and follow simple directions and instructions (e.g., explain how to get somewhere). Can communicate about basic and routine tasks that require a simple and direct exchange of information. Can exchange limited information on familiar and routine operational matters.	B1 p88 B3 p89
	Can tell a story as a simple list of points. Can give short, basic descriptions of: <ul style="list-style-type: none"> <li>• events and activities.</li> <li>• plans and arrangements, habits and routines, past activities, and personal experiences.</li> <li>• their family, living conditions, educational background, present or most recent job.</li> <li>• people, places, and possessions.</li> </ul> Can use simple descriptive language to make brief statements about and compare objects and possessions. Can explain what they like or dislike about something.	A1 p86 A3 p87 C3 p91 D1 p92 D2 p93
<b>Writing</b>	Can write very short, basic descriptions of events, past activities, and personal experiences. Can write a series of simple phrases and sentences about everyday and/or personal matters (e.g., family, people, places, a job or study experience, living conditions, educational background, present or most recent job).	B1 p88 D3 p93
	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	D3 p93
<b>Communicative language competence</b>	Can understand high frequency job-related or everyday language. Has sufficient vocabulary to conduct routine, everyday transactions and express basic communicative and survival needs.	B1 p88
	Use some simple structures correctly, but still systematically make basic mistakes (e.g., tend to mix up tenses and forget to mark agreement).	A1 p86 A2 p87 B3 p101
	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.	A3 p87 B1 p88 B3 p89 C1 p90
	Can handle very short social exchanges, using everyday, polite forms of greeting and address.	C1 p90 C3 p91

## Unit 10

Skill	Goal	Lesson
<b>Listening</b>	Can understand phrases and expressions related to very familiar topics (e.g., basic personal and family information, shopping, local geography, and employment).	A1 p98 B1 p100 B2 p101 C1 p102 C2 p103 C3 p103 D2 p105
	Can generally identify the topic of discussion around them as long as it is conducted slowly and clearly.	B1 p100 C1 p101 C3 p103
<b>Reading</b>	Can identify specific information in simple written material such as letters, brochures, and short newspaper or online articles.	D1 p104 D3 p105
<b>Speaking</b>	Can use simple, everyday, polite forms of greeting, address, farewell, introduction, and giving thanks. Can participate in short conversations in routine contexts on topics of interest. Can express how they feel in simple terms. Can make and respond to invitations and apologies. Can say what they like and dislike.	A3 p99 B1 p100 C1 p102 C2 p103 C3 p103
	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.	A2 p99 B3 p101 D2 p105 D3 p105
	Can ask for and provide personal information (e.g., habits, routines, pastimes, and past activities). Can give and follow simple directions and instructions (e.g., explain how to get somewhere). Can communicate about basic and routine tasks that require a simple and direct exchange of information. Can exchange limited information on familiar and routine operational matters.	C3 p103
<b>Writing</b>	Can write very short, basic descriptions of events, past activities, and personal experiences. Can write a series of simple phrases and sentences about everyday and/or personal matters (e.g., family, people, places, a job or study experience, living conditions, educational background, present or most recent job).	D3 p105
	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	D3 p105
<b>Communicative language competence</b>	Can understand high frequency job-related or everyday language. Has sufficient vocabulary to conduct routine, everyday transactions and express basic communicative and survival needs.	B1 p100
	Use some simple structures correctly, but still systematically make basic mistakes (e.g., tend to mix up tenses and forget to mark agreement).	A1 p98 A2 p99 B3 p101
	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.	A3 p99 B1 p100 C1 p102 C2 p103
	Can handle very short social exchanges using everyday, polite forms of greeting and address.	C1 p102 C2 p103 C3 p103
<b>Communication strategies</b>	Can use simple techniques to start, maintain, or end a short conversation. Can initiate, maintain, and close simple, face-to-face conversation. Can ask very simply for repetition when they do not understand. Can ask for clarification about key words or phrases not understood using stock phrases. Can indicate whether they are following or not.	C1 p102

## Unit 11

Skill	Goal	Lesson
<b>Listening</b>	Can understand phrases and expressions related to very familiar topics (e.g., basic personal and family information, shopping, local geography, and employment).	A1 p108 B2 p111 C1 p112 C3 p113 D2 p115
	Can generally identify the topic of discussion around them as long as it is conducted slowly and clearly.	A1 p108 B2 p111 C1 p112 C3 p113 D2 p115
<b>Reading</b>	Can identify specific information in simple written material such as letters, brochures, and short newspaper or online articles.	D1 p114
<b>Speaking</b>	Can use simple, everyday, polite forms of greeting, address, farewell, introduction, and giving thanks. Can participate in short conversations in routine contexts on topics of interest. Can express how they feel in simple terms. Can make and respond to invitations and apologies. Can say what they like and dislike.	A2 p109 C1 p112 C2 p113 C3 p113
	Can ask for and provide personal information (e.g., habits, routines, pastimes, and past activities). Can give and follow simple directions and instructions (e.g., explain how to get somewhere). Can communicate about basic and routine tasks that require a simple and direct exchange of information. Can exchange limited information on familiar and routine operational matters.	A3 p109 B3 p111 D3 p115
<b>Writing</b>	Can write very short, basic descriptions of events, past activities, and personal experiences. Can write a series of simple phrases and sentences about everyday and/or personal matters. (e.g., family, people, places, a job or study experience, living conditions, educational background, present or most recent job).	B1 p110 D5 p115
<b>Communicative language competence</b>	Can understand high frequency job-related or everyday language. Has sufficient vocabulary to conduct routine, everyday transactions and express basic communicative and survival needs.	B3 p110 C1p112
	Use some simple structures correctly, but still systematically make basic mistakes (e.g., tend to mix up tenses and forget to mark agreement).	A2 p109 B3 p111
	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.	A1 p108 A3 p109 C2 p113
<b>Communication strategies</b>	Can use simple techniques to start, maintain, or end a short conversation. Can initiate, maintain, and close simple, face-to-face conversation. Can ask very simply for repetition when they do not understand. Can ask for clarification about key words or phrases not understood using stock phrases. Can indicate whether they are following or not.	C1 p112 C2 p113

## Unit 12

Skill	Goal	Lesson
<b>Listening</b>	Can understand phrases and expressions related to very familiar topics (e.g., basic personal and family information, shopping, local geography, and employment).	A1 p118 B1 p121 C1 p122 C3 p123 D2 p125
	Can generally identify the topic of discussion around them as long as it is conducted slowly and clearly.	B2 p121 C1 p122 C3 p123 D2 p125
	Can catch the main point in short, clear, simple messages and announcements. Can understand simple directions relating to how to get from X to Y, by foot or public transport.	C3 p123
<b>Reading</b>	Can identify specific information in simple written material such as letters, brochures, and short newspaper or online articles.	D1 p124
<b>Speaking</b>	Can use simple, everyday, polite forms of greeting, address, farewell, introduction, and giving thanks. Can participate in short conversations in routine contexts on topics of interest. Can express how they feel in simple terms. Can make and respond to invitations and apologies. Can say what they like and dislike.	A3 p119 C1 p122 C2 p123
	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.	D1 p125 D2 p125
	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> <li>• asking for and giving directions.</li> </ul>	C3 p123
	Can ask for and provide personal information (e.g., habits, routines, pastimes, and past activities). Can give and follow simple directions and instructions (e.g., explain how to get somewhere). Can communicate about basic and routine tasks that require a simple and direct exchange of information. Can exchange limited information on familiar and routine operational matters.	A1 p119 B3 p121 C1 p122
<b>Writing</b>	Can write very short, basic descriptions of events, past activities, and personal experiences. Can write a series of simple phrases and sentences about everyday and/or personal matters (e.g., family, people, places, a job or study experience, living conditions, educational background, present or most recent job).	D2 p125
	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	D2 p125
<b>Communicative language competence</b>	Can understand high frequency job-related or everyday language. Has sufficient vocabulary to conduct routine, everyday transactions and express basic communicative and survival needs.	B1 p120
	Use some simple structures correctly, but still systematically make basic mistakes (e.g., tend to mix up tenses and forget to mark agreement).	A2 p119 B2 p121 B3 p121
	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.	A3 p119 B1 p120 C1 p122
	Can handle very short social exchanges, using everyday polite forms of greeting and address.	C1 p122 C2 p123 C3 p123