

## 6A A North African story

object pronouns: *me, you, him*, etc. • words in a story • /aɪ/, /ɪ/ and /i:/

**Level: A2**

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated. Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	45	<b>3 Grammar</b> c
		46	<b>2 Reading</b> a
		46	<b>4 Reading &amp; Listening</b> a
		47	<b>5 Vocabulary</b> b
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	46	<b>4 Reading &amp; Listening</b> a, b
		47	<b>2 Reading</b> a
Interviewing and being interviewed	Can answer simple questions and respond to simple statements in an interview.	105	<b>6A Communication</b>
Overall spoken production	Can give a simple description or presentation of people, living or working conditions, daily routines. likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.	46	<b>3 Grammar</b> c
		47	<b>7 Speaking</b>
		105	<b>6A Communication</b>
Identifying cues & inferring (spoken & written)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.	46	<b>3 Grammar</b> a
		47	<b>4 Reading &amp; Listening</b> b
Processing text	Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.	46	<b>2 Reading</b> a
		46	<b>4 Reading &amp; Listening</b> a
General linguistic range	Can produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information. Can use basic sentence patterns and communicate with memorised phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions etc.	105	<b>6A Communication</b>
		135	<b>6A Grammar Bank</b> a, b
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	46	<b>3 Grammar</b> a
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/ she is trying to say.	46	<b>3 Grammar</b> a, c
		135	<b>6A Grammar Bank</b> a, b
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	45	<b>3 Reading &amp; Listening</b> a–e
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.	47	<b>6 Pronunciation</b> a, d
Flexibility	Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution.	47	<b>4 Reading &amp; Listening</b> c
Flexibility	Can expand learned phrases through simple recombinations of their elements.	46	<b>3 Grammar</b> c
Spoken fluency	Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.	47	<b>6 Pronunciation</b> d
		105	<b>6A Communication</b>
<b>Mediation</b> Analysis and criticism of creative text (including literature)	Can identify and briefly describe, in basic formulaic language, the key themes and characters in short, simple narratives involving familiar situations that are written in high frequency everyday language.	47	<b>4 Reading &amp; Listening</b> a

## 6B The third Friday in June

*like* + (verb + *-ing*) • the date • ordinal numbers • /ð/ and /θ/ • saying the date

**Level: A2**

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Overall listening comprehension	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	159	<b>Vocabulary Bank: The weather and dates 2</b> b
Listening to radio audio & recordings	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.	48 48 159	<b>1 Vocabulary &amp; Pronunciation</b> c–f <b>3 Listening</b> a, b <b>Vocabulary Bank: The weather and dates 2</b> b
Overall reading comprehension	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	48	<b>2 Reading</b> a, b
Information exchange	Can understand enough to manage simple, routine exchanges without undue effort. Can deal with practical everyday demands: finding out and passing on straightforward factual information. Can ask and answer questions about pastimes and past activities.	49	<b>5 Speaking &amp; Writing</b> a
Overall spoken production	Can give a simple description or presentation of people, living or working conditions, daily routines. likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.	47	<b>5 Speaking &amp; Writing</b> b, c
Identifying cues & inferring (spoken & written)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.	48	<b>2 Reading</b> c
Processing text	Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.	48	<b>2 Reading</b> a, b
General linguistic range	Has a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.	48	<b>2 Reading</b> a
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	48 48 49 159	<b>1 Vocabulary &amp; Pronunciation</b> e, g <b>2 Reading</b> c <b>5 Speaking &amp; Writing</b> a, b <b>Vocabulary Bank: The weather and dates 2</b> a, Activation
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/ she is trying to say.	49 135	<b>4 Grammar</b> b <b>6B Grammar Bank</b> a, b
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	48 48 48 49 159	<b>1 Vocabulary &amp; Pronunciation</b> e, g <b>2 Reading</b> a, b <b>3 Listening</b> a, b <b>5 Speaking &amp; Writing</b> a, b <b>Vocabulary Bank: The weather and dates 2</b> a, Activation
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.	48	<b>1 Vocabulary &amp; Pronunciation</b> c–f
Flexibility	Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution.	48 48	<b>2 Reading</b> a <b>3 Listening</b> a, b
Flexibility	Can expand learned phrases through simple re-combinations of their elements.	48 159	<b>1 Vocabulary &amp; Pronunciation</b> g <b>Vocabulary Bank: The weather and dates 2</b> Activation
Spoken fluency	Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.	49	<b>5 Speaking and Writing</b> a
<b>Mediation</b> Facilitating collaborative interaction with peers	Can collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions.	49	<b>5 Speaking and Writing</b> a

## 6C Making music

revision: *be* or *do*? • music • /j/ • giving opinions

**Level: A2**

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Listening to radio audio & recordings	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.	50	<b>2 Grammar</b> c
Overall listening comprehension	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	51	<b>5 Listening</b> b, c
Reading correspondence	Can understand basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation etc.) on familiar topics.	115	<b>5 Writing</b> a
Interviewing and being interviewed	Can answer simple questions and respond to simple statements in an interview.	51 51	<b>3 Speaking</b> <b>4 Pronunciation</b> d
Overall spoken production	Can give a simple description or presentation of people, living or working conditions, daily routines. likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.	51 51	<b>3 Speaking</b> <b>5 Listening</b> a, d
Creative writing	Can write about everyday aspects of his environment e.g. people, places, a job or study experience in linked sentences. Can write very short, basic descriptions of events, past activities and personal experiences.	115	<b>5 Writing</b> c–f
Processing text	Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.	115	<b>5 Writing</b> a
General linguistic range	Has a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.	51 115	<b>3 Speaking</b> <b>5 Writing</b> a
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	50 115	<b>1 Vocabulary</b> a, f <b>5 Writing</b> a–f
Grammatical accuracy	Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/ she is trying to say.	50 135	<b>2 Grammar</b> a–c <b>6C Grammar Bank</b> a, b
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	50	<b>1 Vocabulary</b> a, c
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.	50 51	<b>1 Vocabulary</b> d <b>4 Pronunciation</b> a, c
Orthographic control	Can copy short sentences on everyday subjects – e.g. directions how to get somewhere. Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary.	115	<b>5 Writing</b> b–f
Flexibility	Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution.	50	<b>2 Grammar</b> c
Spoken fluency	Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.	51 51	<b>4 Pronunciation</b> c <b>3 Speaking</b>
<b>Mediation</b> Collaborating to construct meaning	Can ensure that the person he/she is talking to understands what he/she means by asking appropriate questions.	51	<b>3 Speaking</b>

## 4 Practical English: Getting lost

Level: A2

COMPONENT	DESCRIPTOR	PAGE	ACTIVITY/EXERCISE
Listening to radio audio & recordings	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.	60 60–61 61	<b>1 A free morning</b> a, b <b>3 Asking the way</b> a, b <b>4 Jenny and Rob go sightseeing</b> a
Transactions to obtain goods and services	Can get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets.	61	<b>3 Asking the way</b> d, e
Information exchange	Can give and follow simple directions and instructions e.g. explain how to get somewhere.	61	<b>3 Asking the way</b> d, e
Vocabulary range	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	60	<b>2 Vocabulary</b> a, b
Vocabulary control	Can control a narrow repertoire dealing with concrete everyday needs.	60 61	<b>2 Vocabulary</b> a, b <b>3 Asking the way</b> b
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.	61	<b>3 Asking the way</b> c
Flexibility	Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution.	60	<b>1 A free morning</b> a
Taking the floor (turntaking)	Can use simple techniques to start, maintain, or end a short conversation. Can initiate, maintain and close simple, face-to-face conversation.	61	<b>3 Asking the way</b> b–e
Spoken fluency	Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.	61	<b>3 Asking the way</b> d, e
Sociolinguistic appropriateness	Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry etc.	61	<b>4 Jenny and Rob go sightseeing</b> d
<b>Mediation</b> Relaying specific information in speech	Can relay the point made in short, clear, simple messages, instructions and announcements, provided these are expressed slowly and clearly in simple language.	61	<b>3 Asking the way</b> d, e