

Units	Skills	Descriptors
<b>Unit 1 – Welcome Back</b>	<b>Listening</b>	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect. (page 11)
	<b>Speaking</b>	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. (page 12)
	<b>Reading</b>	Can recognise significant points in straightforward newspaper articles on familiar subjects. (pages 8, 9)
	<b>Writing</b>	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence. (page 14, 15) Can write personal letters describing experiences, feelings and events in some detail. (pages 14, 15)
	<b>Vocabulary</b>	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. (page 9) Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events. (page 11)
	<b>Language in use</b>	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. (page 10) Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. (page 12, 13)
<b>Unit 2 – The Weird and Unexplained</b>	<b>Listening</b>	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect. (page 19)
	<b>Speaking</b>	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points. (page 20)
	<b>Reading</b>	Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail. (pages 16, 17)
	<b>Writing</b>	Can write accounts of experiences, describing feelings and reactions in simple connected text. (page 22) Can write straightforward, detailed descriptions on a range of familiar subjects within his field of interest. (page 23)
	<b>Vocabulary</b>	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. (page 17) Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events. (page 19)
	<b>Language in use</b>	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations. (page 18) Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. (page 20, 21)

<b>Unit 3 – The Law's the Law</b>	<b>Listening</b>	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. (page 29)
	<b>Speaking</b>	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. (page 31)
	<b>Reading</b>	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (pages 26, 27)
	<b>Writing</b>	Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his field with some confidence. (pages 32, 33)
	<b>Vocabulary</b>	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. (page 27) Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events. (page 29)
	<b>Language in use</b>	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations. (page 28) Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. (page 30)
<b>Unit 4 – Meet the Stars</b>	<b>Listening</b>	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. (page 37)
	<b>Speaking</b>	Can obtain more detailed information. (page 39)
	<b>Reading</b>	Can recognise significant points in straightforward newspaper articles on familiar subjects. (pages 34, 35) Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail. (pages 34, 35)
	<b>Writing</b>	Can write personal letters describing experiences, feelings and events in some detail. (pages 40, 41) Can write accounts of experiences, describing feelings and reactions in simple connected text. (pages 40, 41)
	<b>Vocabulary</b>	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. (page 35) Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events. (page 37)
	<b>Language in use</b>	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations. (pages 36, 38, 39) Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. (page 38)

<b>Unit 5 – The Space Race</b>	<b>Listening</b>	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. (pages 46, 47)
	<b>Speaking</b>	Can explain why something is a problem, discuss what to do next, compare and contrast alternatives. (page 49)
	<b>Reading</b>	Can recognise significant points in straightforward newspaper articles on familiar subjects. (pages 44, 45) Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. (pages 44, 45)
	<b>Writing</b>	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence. (pages 50, 51) Can write personal letters describing experiences, feelings and events in some detail. (pages 50, 51)
	<b>Vocabulary</b>	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. (page 45) Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events. (page 47)
	<b>Language in use</b>	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations. (pages 46, 48, 49) Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. (page 48)
<b>Unit 6 – It Takes All Sorts</b>	<b>Listening</b>	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect. (page 55)
	<b>Speaking</b>	Can explain why something is a problem, discuss what to do next, compare and contrast alternatives. (page 57) Can put over a point of view clearly, but has difficulty engaging in debate. (page 57) Can express belief, opinion, agreement and disagreement politely. (page 57)
	<b>Reading</b>	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. (pages 52, 53)
	<b>Writing</b>	Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his field with some confidence. (pages 58, 59)
	<b>Vocabulary</b>	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. (page 53) Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events. (page 54)
	<b>Language in use</b>	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations. (page 54) Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. (page 54, 56)

<b>Unit 7 – Going Out and Staying In</b>	<b>Listening</b>	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives. (page 65) Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect. (page 65)
	<b>Speaking</b>	Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e.g. an outing). (page 67) Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc. (page 67)
	<b>Reading</b>	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (pages 62, 63)
	<b>Writing</b>	Can write straightforward, detailed descriptions on a range of familiar subjects within his field of interest. (pages 69, 70) Can write accounts of experiences, describing feelings and reactions in simple connected text. (pages 69, 70)
	<b>Vocabulary</b>	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events. (page 63, 67) Has a good range of vocabulary for matters connected to his field and most general topics? Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. (page 65)
	<b>Language in use</b>	Can exploit a wide range of simple language flexibly to express much of what he/she wants. (page 64) Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. (page 66)
<b>Unit 8 – The Problem Page</b>	<b>Listening</b>	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. (page 73)
	<b>Speaking</b>	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. (page 75) Can express belief, opinion, agreement and disagreement politely. (page 75)
	<b>Reading</b>	Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail. (page 70, 71)
	<b>Writing</b>	Can write personal letters giving news and expressing thoughts about abstract or cultural topics such as music, films. (pages 76, 77)
	<b>Vocabulary</b>	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events. (page 71) Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. (page 73) Has a good range of vocabulary for matters connected to his field and most general topics? Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. (page 75)

	<b>Language in use</b>	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations. (page 72, 74) Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. (pages 72, 74)
<b>Unit 9 – It's the Way You Tell'em</b>	<b>Listening</b>	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. (page 83)
	<b>Speaking</b>	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points. (pages 84, 85)  Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions. (pages 84, 85)
	<b>Reading</b>	Can identify the main conclusions in clearly signalled argumentative texts. (pages 80, 81) Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail. (pages 80, 81)
	<b>Writing</b>	Can write straightforward, detailed descriptions on a range of familiar subjects within his field of interest. (pages 86, 87)
	<b>Vocabulary</b>	Has a good range of vocabulary for matters connected to his field and most general topics? Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. (page 81) Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. (page 83)
	<b>Language in use</b>	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations. (pages 82, 84) Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. (page 85)
<b>Unit 10 – Fair Play</b>	<b>Listening</b>	Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. (page 91)
	<b>Speaking</b>	Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his field with some confidence. (page 93)
	<b>Reading</b>	Can write straightforward, detailed descriptions on a range of familiar subjects within his field of interest. (pages 88, 89) Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (pages 88, 89)
	<b>Writing</b>	Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision. (page 94) Can write personal letters describing experiences, feelings and events in some detail. (page 95)

	<b>Vocabulary</b>	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.(pages 89, 90)
	<b>Language in use</b>	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations. (pages 90, 92) Can exploit a wide range of simple language flexibly to express much of what he/she wants. (page 93)
<b>Unit 11 – The Land of Plenty</b>	<b>Listening</b>	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. (page 101)
	<b>Speaking</b>	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. (pages 102, 103) Can express belief, opinion, agreement and disagreement politely. (pages 102, 103)
	<b>Reading</b>	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. (pages 98,99) Can recognise significant points in straightforward newspaper articles on familiar subjects. (pages 98, 99)
	<b>Writing</b>	Can write short, simple essays on topics of interest. (page 105)
	<b>Vocabulary</b>	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.(pages 99, 101)
	<b>Language in use</b>	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations. (pages 100, 102) Can exploit a wide range of simple language flexibly to express much of what he/she wants. (page 103)
<b>Unit 12 – C U @ 8</b>	<b>Listening</b>	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. (page 109)
	<b>Speaking</b>	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations. (pages 111) Can exploit a wide range of simple language flexibly to express much of what he/she wants. (page 111)
	<b>Reading</b>	Can recognise significant points in straightforward newspaper articles on familiar subjects. (pages 106, 107)
	<b>Writing</b>	Can write personal letters giving news and expressing thoughts about abstract or cultural topics such as music, films. (pages 112, 113) Can write personal letters describing experiences, feelings and events in some detail. (pages 112, 113)
	<b>Vocabulary</b>	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.(pages 107, 109) Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events. (page 109)

	<b>Language in use</b>	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations. (pages 108, 110) Can exploit a wide range of simple language flexibly to express much of what he/she wants. (page 111)
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<b>Unit 13 – Getting By</b>	<b>Listening</b>	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect. (page 119)
	<b>Speaking</b>	Can give or seek personal views and opinions in discussing topics of interest. (page 121)
	<b>Reading</b>	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents. (pages 116, 117)
	<b>Writing</b>	Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important. (pages 122, 123)
	<b>Vocabulary</b>	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events. (pages 117, 119)
	<b>Language in use</b>	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations. (pages 118, 120) Can exploit a wide range of simple language flexibly to express much of what he/she wants. (page 121)
<b>Unit 14 – Away From Home</b>	<b>Listening</b>	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect. (page 127)
	<b>Speaking</b>	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points. (page 129) Can briefly give reasons and explanations for opinions, plans and actions. (page 129)
	<b>Reading</b>	Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail. (pages 124, 125) Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (pages 124, 125)
	<b>Writing</b>	Can write straightforward, detailed descriptions on a range of familiar subjects within his field of interest. (pages 130, 131) Can write a description of an event, a recent trip - real or imagined. (pages 130, 131)
	<b>Vocabulary</b>	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. (pages 125) Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events. (page 125, 126)
	<b>Language in use</b>	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations. (pages 126, 128) Can exploit a wide range of simple language flexibly to express much of what he/she wants. (page 129)

<b>Unit 15 – Make or Break</b>	<b>Listening</b>	<p>Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect. (page 137)</p> <p>Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. (page 137)</p>
	<b>Speaking</b>	<p>Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music etc. (pages 138, 139)</p> <p>Can give or seek personal views and opinions in discussing topics of interest. (pages 138, 139)</p>
	<b>Reading</b>	<p>Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. (pages 134, 135)</p> <p>Can identify the main conclusions in clearly signalled argumentative texts. (pages 134, 135)</p>
	<b>Writing</b>	<p>Can write straightforward, detailed descriptions on a range of familiar subjects within his field of interest. (pages 140, 141)</p> <p>Can write accounts of experiences, describing feelings and reactions in simple connected text. (pages 140, 141)</p>
	<b>Vocabulary</b>	<p>Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations. (pages 135)</p> <p>Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events. (page 135, 136)</p>
	<b>Language in use</b>	<p>Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations. (pages 136, 138)</p> <p>Can exploit a wide range of simple language flexibly to express much of what he/she wants. (page 139)</p>
<b>Unit 16 – Buy, Buy, Buy</b>	<b>Listening</b>	<p>Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect. (page 145)</p> <p>Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. (page 145)</p>
	<b>Speaking</b>	<p>Can give or seek personal views and opinions in discussing topics of interest. (page 146)</p> <p>Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e.g. an outing). (page 146)</p>
	<b>Reading</b>	<p>Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail. (pages 142, 143)</p> <p>Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms. (pages 142, 143)</p>
	<b>Writing</b>	<p>Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his field with some confidence. (pages 148, 149)</p> <p>Can write very brief, reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions. (pages 148, 149)</p>



	<b>Vocabulary</b>	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.(pages 143) Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events. (page 143, 145)
	<b>Language in use</b>	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations. (pages 144, 146) Can exploit a wide range of simple language flexibly to express much of what he/she wants. (page 147)