

***English Unlimited Starter* and the Common European Framework of Reference for Languages (CEF)**

Contents

- Part 1 The level of *English Unlimited Starter*
- Part 2 Selection of scales from the CEF
- Part 3 Map A: how the goals of the CEF are realised in *English Unlimited Starter*
- Part 4 Map B: how each unit of *English Unlimited Starter* relates to the CEF

Part 1

The level of *English Unlimited Starter*

This table shows the six 'criterion' levels of the CEF (A1, A2, B1, B2, C1, C2) and the three 'plus' levels (A2+, B1+, B2+).

English Unlimited Starter completes A1 and moves into A2.

ALTE level	Cambridge exams	IELTS exams	CEF levels	<i>English Unlimited</i>
5	Certificate of Proficiency in English CPE	7.5	C2 Mastery	
4	Certificate in Advanced English CAE	6.5	C1 Operational Proficiency	
			B2+	
3	First Certificate in English FCE	5.5	B2 Vantage	
			B1+	
2	Preliminary English Test PET	4	B1 Threshold	
			A2+	
1	Key English Test KET	3	A2 Waystage	
Breakthrough			A1 Breakthrough	<i>English Unlimited Starter</i>

Part 2

Selection of scales from the CEF

English Unlimited Starter aims to enable learners to achieve goals from the following scales of the CEF. For convenience, the scales are organised under four headings: speaking, writing, listening and reading.

SPEAKING	<ul style="list-style-type: none">• Describing experience• Conversation• Goal-oriented co-operation• Transactions to obtain goods and services• Information exchange
WRITING	<ul style="list-style-type: none">• Creative writing• Correspondence• Notes, messages and forms
LISTENING	<ul style="list-style-type: none">• Overall listening comprehension• Listening to announcements and instructions
READING	<ul style="list-style-type: none">• Overall reading comprehension• Reading correspondence• Reading for orientation• Reading for information and argument• Reading instructions

Part 3

Map A: how the goals of the CEF are realised in *English Unlimited Starter*

Key

- 5.1 – Unit 5, lesson 1
- 5.2 – Unit 5, lesson 2
- 5.3 – Unit 5, lesson 3
- 5.S – Unit 5, Explore speaking page
- 6.W – Unit 6, Explore writing page

SPEAKING

CEF goals	<i>English Unlimited Starter</i> goals
Describing experience	
can describe him/herself, what he/she does and where he/she lives	1.1, 1.2, 1.3 talk to someone for the first time 1.1 say where you are from 1.2 say where you live 1.3 ask and say if you are married 1.3 say if you have children 2.1, 2.2, 2.3 talk about people you know 2.1 ask and say how old people are 2.1 talk about families 2.2 ask and say where you work 2.2 ask and say where other people work 2.3 say where other people live and work 3.1, 3.2, 3.3 arrange to meet people 3.1 describe a street 3.2 say what time of day you do things 4.1, 4.2, 4.3 say how you spend your time 4.1 talk about things you often do 4.1 say what you like and don't like 4.2 say what you eat and drink 5.1, 5.2, 5.3 choose and buy things 5.2 say what colours you like 5.2 say what clothes you wear 6.1, 6.2, 6.3 talk about things you do every day 6.1 talk about your daily routine 6.1 say where and when you have meals 6.2 describe transport in towns 6.2 say how you go to work or school 7.1, 7.2, 7.2 talk about things you did or saw 7.1 say what you often do at the weekend 7.1 say what you did last weekend 7.2 say where you were 8.1, 8.2, 8.3 talk about a place you visited 8.1 say what you saw and did 8.1 say what you didn't see or do 8.2 talk about holiday activities 9.1, 9.2, 9.3 invite someone to go out 9.2 talk about arrangements 10.1, 10.2, 10.3 talk about your life 10.2 talk about important events in your life 10.3 talk about your past Workbook Unit 2 Explore reading

CEF goals	English Unlimited Starter goals
Conversation	
can make an introduction and use basic greeting and leave-taking expressions	1.1, 1.2, 1.3 talk to someone for the first time 1.1 introduce yourself 1.S say hello and goodbye 5.S use <i>sorry</i> and <i>excuse me</i> in conversations 9.1, 9.2, 9.3 invite someone to go out 9.1 talk on the phone
can ask how people are and react to news	1.S say hello and goodbye 9.Keyword
Goal-oriented co-operation	
can ask people for things, and give people things	7.S make requests 7.S reply to requests 9.1, 9.2, 9.3 invite someone to go out 9.2 invite someone and reply 9.3 decide what to do and where to go 9.3 make suggestions
Transactions to obtain goods and services	
can ask people for things and give people things	4.1, 4.2, 4.3 say how you spend your time 4.2 ask for a drink in a café 5.1, 5.2, 5.3 choose and buy things 5.1 ask about things in shops 5.1 say how much things are 5.2 ask about prices 5.3 ask about price and size
can handle numbers, quantities, cost and time	5.1, 5.2, 5.3 choose and buy things 5.1 ask and say how much things are 5.2 ask about prices 5.3 ask about price and size
Information exchange	
can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics	1.1, 1.2, 1.3 talk to someone for the first time 1.2 ask and say where places are 2.W spell words aloud 3.1, 3.2, 3.3 arrange to meet people 3.1 say where you are in a town 3.2 ask and say the time 3.3 say if you are free 3.3 say where and when to meet 3.S respond to questions 3.S say you're not sure 4.1, 4.2, 4.3 say how you spend your time 4.2 describe a restaurant or café 5.1, 5.2, 5.3 choose and buy things 5.1 identify common objects 5.3 look at things in shops 6.1, 6.2, 6.3 talk about things you do every day 6.2 ask and say how to get to places 7.1, 7.2, 7.3 talk about things you did or saw 7.3 talk about a film or a book 7.3 talk about a place you know 8.1, 8.2, 8.3 talk about a place you visited 8.3 talk about months and weather 8.3 say when to visit a place

CEF goals	<i>English Unlimited Starter goals</i>
	9.1, 9.2, 9.3 invite someone to go out 9.1 say what you're doing just now 9.1 ask what people are doing 9.S reply to questions 10.1, 10.2, 10.3 talk about your life 10.1 say when people were born and died 10.1 say what people did in their lives 10.2 tell someone's life story Workbook Unit 2 Explore reading
can ask and answer questions about themselves and other people, where they live, people they know, things they have	1.1, 1.2, 1.3 talk to someone for the first time 1.1 say where you are from 1.1 ask people where they are from 1.3 ask and say if you are married 2.1, 2.2, 2.3 talk about people you know 2.1 ask and say how old people are 2.2 ask and say where you work 4.1, 4.2, 4.3 say how you spend your time 4.3 ask how people spend their time 4.3 ask what people like 6.1, 6.2, 6.3 talk about things you do every day 6.3 ask about daily routines 6.3 ask about weekends and holidays 7.1, 7.2, 7.3 talk about things you did or saw 7.2 ask and say where people were 8.1, 8.2, 8.3 talk about a place you visited 8.2 ask people what they did 8.3 ask about a holiday or business trip 10.1, 10.2, 10.3 talk about your life 10.3 talk about your past 10.3 ask about someone's past Workbook Unit 2 Explore reading
can indicate time by such phrases as next week, last Friday, in November, three o'clock (Information exchange)	3.1, 3.2, 3.3 arrange to meet people 3.2 ask and say the time 3.3 say where and when to meet 9.1, 9.2, 9.3 invite someone to go out 9.2 talk about arrangements 10.1, 10.2, 10.3 talk about your life 10.2 say when things happened

WRITING

CEF goals	<i>English Unlimited Starter</i> goals
Creative writing	
<p>can write simple phrases and sentences about themselves and imaginary people, where they live and what they do</p>	<p>4.W write a description 4.W join ideas using <i>and / but</i> 6.W give reasons and explanations 6.W join ideas using <i>so / because</i> 8.W write about a sequence of events 10.W write when things happened</p> <p>Workbook Unit 3 Explore writing Workbook Unit 5 Explore writing Workbook Unit 7 Explore writing Workbook Unit 9 Explore writing</p> <p>Sentence-writing tasks: 1.2 Where you live 3.1 Describing a street outside 4.1 What you like and don't like 4.2 Describing a restaurant or café 6.1 Meals 7.1 Your weekend 7.3 Films, books, restaurants 8.1 A travel blog 8.3 The weather in your country 9.2 Future arrangements 10.1 Famous people</p>
Correspondence	
can write a short simple postcard	7.2 An email
Notes, messages and forms	
<p>can write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country, etc. such as on a hotel registration form</p>	Workbook Unit 2 Explore reading

LISTENING

CEF goals	<i>English Unlimited Starter</i> listening materials
Overall listening comprehension	
can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning	1.1 <i>What's your name?</i> 1.2 Olga from Moscow 1.3 Talk to someone for the first time 2.2 Party conversations 3.1 Describing streets 3.2 Asking the time 3.3 Aki's diary 3.3 Arrange to meet people 5.1 A street kiosk 5.2 What colours do you like? 6.2 Transport in London and Istanbul 6.2 Going to work 7.1 Last Saturday 7.3 Talk about things you did or saw 8.2 On holiday 8.3 Talk about a place you visited 9.1 What are you doing? 9.2 Arrangements 10.1 Who was Picasso? 10.2 Two life stories 10.3 An interview
Listening to announcements and instructions	
can understand instructions addressed carefully and slowly to him/her and follow short, simple directions	3.3 Arrange to meet people

READING

CEF goals	<i>English Unlimited Starter</i> reading materials
Overall reading comprehension	
can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required	1.2 <i>I live ...</i> 3.1 Three cafés 3.2 Sleep 4.2 A restaurant guide 4.3 Say how you spend your time 6.1 Daily routines 7.1 Last Saturday 7.2 An email 8.1 Mike and Anna in Cairo 9.3 A 'What's On?' page 10.2 How to be a millionaire Workbook Unit 4 Explore reading Workbook Unit 6 Explore reading Workbook Unit 8 Explore reading Workbook Unit 10 Explore reading
Reading correspondence	
can understand short, simple messages on postcards	7.2 An email
Reading for orientation	
can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations	A 'What's On?' page Workbook Unit 2 Explore reading Workbook Unit 4 Explore reading Workbook Unit 8 Explore reading Workbook Unit 10 Explore reading
Reading for information and argument	
can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support	3.1 Three cafés 4.2 A restaurant guide 8.1 Mike and Anna in Cairo 9.3 A 'What's On?' page 10.2 How to be a millionaire Workbook Unit 4 Explore reading Workbook Unit 6 Explore reading Workbook Unit 8 Explore reading Workbook Unit 10 Explore reading
Reading instructions	
can follow short, simple written directions (e.g. to go from X to Y)	Workbook Unit 6 Explore reading

Part 4

Map B: how each unit of *English Unlimited Starter* relates to the CEF

Key

5.1 – Unit 5, lesson 1

5.2 – Unit 5, lesson 2

5.3 – Unit 5, lesson 3

5.S – Unit 5, Explore speaking page

6.W – Unit 6, Explore writing page

UNIT 1

<i>English Unlimited Starter</i> goals and materials	CEF goals
<p>1.1</p> <ul style="list-style-type: none"> • talk to someone for the first time • introduce yourself • say where you are from • ask people where they are from <p>• Listening: <i>What's your name?</i></p>	<ul style="list-style-type: none"> • can make an introduction and use basic greeting and leave-taking expressions (Conversation) • can describe him/herself, what he/she does and where he/she lives (Describing experience) • can ask and answer questions about themselves and other people, where they live, people they know, things they have (Information exchange) • can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning (Overall listening comprehension)
<p>1.2</p> <ul style="list-style-type: none"> • talk to someone for the first time • ask and say where places are • say where you live <p>• Writing: <i>Where you live</i></p> <p>• Listening: <i>Olga from Moscow</i></p> <p>• Reading: <i>I live ...</i></p>	<ul style="list-style-type: none"> • can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics (Information exchange) • can describe him/herself, what he/she does and where he/she lives (Describing experience) • can write simple phrases and sentences about themselves and imaginary people, where they live and what they do (Creative writing) • can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning (Overall listening comprehension) • can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required (Overall reading comprehension)
<p>1.3</p> <ul style="list-style-type: none"> • talk to someone for the first time • ask and say if you are married • say if you have children <p>• Listening: <i>Talk to someone for the first time</i></p>	<ul style="list-style-type: none"> • can describe him/herself, what he/she does and where he/she lives (Describing experience) • can ask and answer questions about themselves and other people, where they live, people they know, things they have (Information exchange) • can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning (Overall listening comprehension)
<p>1.S</p> <ul style="list-style-type: none"> • say hello and goodbye 	<ul style="list-style-type: none"> • can make an introduction and use basic greeting and leave-taking expressions (Conversation)

UNIT 2

English Unlimited Starter goals and materials	CEF goals
2.1 <ul style="list-style-type: none">• talk about people you know• ask and say how old people are• talk about families	<ul style="list-style-type: none">• can describe him/herself, what he/she does and where he/she lives (Describing experience)• can ask and answer questions about themselves and other people, where they live, people they know, things they have (Information exchange)
2.2 <ul style="list-style-type: none">• talk about people you know• ask and say where you work• say where other people work	<ul style="list-style-type: none">• can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning (Overall listening comprehension)
2.3 <ul style="list-style-type: none">• talk about people you know• say where people live and work	<ul style="list-style-type: none">• can describe him/herself, what he/she does and where he/she lives (Describing experience)
2.W <ul style="list-style-type: none">• spell words aloud	<ul style="list-style-type: none">• can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics (Information exchange)

UNIT 3

English Unlimited Starter goals and materials	CEF goals
<p>3.1</p> <ul style="list-style-type: none"> • arrange to meet people • describe a street • say where you are in a town <ul style="list-style-type: none"> • Writing: Describing a street outside <ul style="list-style-type: none"> • Listening: Describing streets <ul style="list-style-type: none"> • Reading: Three cafés 	<ul style="list-style-type: none"> • can describe him/herself, what he/she does and where he/she lives (Describing experience) • can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics (Information exchange) • can write simple phrases and sentences about themselves and imaginary people, where they live and what they do (Creative writing) • can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning (Overall listening comprehension) • can understand instructions addressed carefully and slowly to him/her and follow short, simple directions (Listening to announcements and instructions) • can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required (Overall reading comprehension) • can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support (Reading for information and argument)
<p>3.2</p> <ul style="list-style-type: none"> • arrange to meet people • ask and say the time • say what time of day you do things <ul style="list-style-type: none"> • Listening: Asking the time <ul style="list-style-type: none"> • Reading: Sleep 	<ul style="list-style-type: none"> • can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics (Information exchange) • can indicate time by such phrases as next week, last Friday, in November, three o'clock (Information exchange) • can describe him/herself, what he/she does and where he/she lives (Describing experience) • can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning (Overall listening comprehension) • can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required (Overall reading comprehension)
<p>3.3</p> <ul style="list-style-type: none"> • arrange to meet people • say if you are free • say where and when to meet <ul style="list-style-type: none"> • Listening: Aki's diary • Listening: Arrange to meet people 	<ul style="list-style-type: none"> • can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics (Information exchange) • can indicate time by such phrases as next week, last Friday, in November, three o'clock (Information exchange) • can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning (Overall listening comprehension) • can understand instructions addressed carefully and slowly to him/her and follow short, simple directions (Listening to announcements and instructions)
<p>3.S</p> <ul style="list-style-type: none"> • respond to questions • say you're not sure 	<ul style="list-style-type: none"> • can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics (Information exchange)

UNIT 4

English Unlimited Starter goals and materials	CEF goals
4.1 <ul style="list-style-type: none"> • say how you spend your time • talk about things you often do • say what you like and don't like • Writing: What you like and don't like 	<ul style="list-style-type: none"> • can describe him/herself, what he/she does and where he/she lives (Describing experience) • can write simple phrases and sentences about themselves and imaginary people, where they live and what they do (Creative writing)
4.2 <ul style="list-style-type: none"> • say how you spend your time • say what you eat and drink • ask for a drink in a café • describe a restaurant or café • Writing: Describing a restaurant or café • Reading: A restaurant guide 	<ul style="list-style-type: none"> • can describe him/herself, what he/she does and where he/she lives (Describing experience) • can ask people for things and give people things (Transactions to obtain goods and services) • can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics (Information exchange) • can write simple phrases and sentences about themselves and imaginary people, where they live and what they do (Creative writing) • can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required (Overall reading comprehension) • can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support (Reading for information and argument)
4.3 <ul style="list-style-type: none"> • say how you spend your time • ask how people spend their time • ask what people like • Reading: Say how you spend your time 	<ul style="list-style-type: none"> • can ask and answer questions about themselves and other people, where they live, people they know, things they have (Information exchange) • can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required (Overall reading comprehension)
4.W <ul style="list-style-type: none"> • write a description • join ideas using <i>and</i> / <i>but</i> 	<ul style="list-style-type: none"> • can write simple phrases and sentences about themselves and imaginary people, where they live and what they do (Creative writing)

UNIT 5

English Unlimited Starter goals and materials	CEF goals
5.1 <ul style="list-style-type: none"> • choose and buy things • identify common objects • ask about things in shops • ask and say how much things are • Listening: A street kiosk 	<ul style="list-style-type: none"> • can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics (Information exchange) • can ask people for things and give people things (Transactions to obtain goods and services) • can handle numbers, quantities, cost and time (Transactions to obtain goods and services) • can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning (Overall listening comprehension)
5.2 <ul style="list-style-type: none"> • choose and buy things • say what clothes you wear • say what colours you like • ask about prices • Listening: What colours do you like? 	<ul style="list-style-type: none"> • can describe him/herself, what he/she does and where he/she lives (Describing experience) • can ask people for things and give people things (Transactions to obtain goods and services) • can handle numbers, quantities, cost and time (Transactions to obtain goods and services) • can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning (Overall listening comprehension)
5.3 <ul style="list-style-type: none"> • choose and buy things • look at things in shops • ask about price and size 	<ul style="list-style-type: none"> • can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics (Information exchange) • can ask people for things and give people things (Transactions to obtain goods and services) • can handle numbers, quantities, cost and time (Transactions to obtain goods and services)
5.S <ul style="list-style-type: none"> • use <i>sorry</i> and <i>excuse me</i> in conversations 	<ul style="list-style-type: none"> • can make an introduction and use basic greeting and leave-taking expressions (Conversation)

UNIT 6

English Unlimited Starter goals and materials	CEF goals
6.1 <ul style="list-style-type: none"> • talk about things you do every day • talk about your daily routine • say where and when you have meals • Reading: Daily routines 	<ul style="list-style-type: none"> • can describe him/herself, what he/she does and where he/she lives (Describing experience) • can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required (Overall reading comprehension)
6.2 <ul style="list-style-type: none"> • talk about things you do every day • describe transport in towns • ask and say how to get to places • say how you go to work or school • Listening: Transport in London and Istanbul • Listening: Going to work 	<ul style="list-style-type: none"> • can describe him/herself, what he/she does and where he/she lives (Describing experience) • can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics (Information exchange) • can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning (Overall listening comprehension) • can understand instructions addressed carefully and slowly to him/her and follow short, simple directions (Listening to announcements and instructions)
6.3 <ul style="list-style-type: none"> • talk about things you do every day • ask about daily routines • ask about weekends and holidays 	<ul style="list-style-type: none"> • can ask and answer questions about themselves and other people, where they live, people they know, things they have (Information exchange)
6.W <ul style="list-style-type: none"> • give reasons and explanations • join ideas using <i>so / because</i> 	<ul style="list-style-type: none"> • can write simple phrases and sentences about themselves and imaginary people, where they live and what they do (Creative writing)

UNIT 7

English Unlimited Starter goals and materials	CEF goals
7.1 <ul style="list-style-type: none"> • talk about things you did or saw • say what you often do at the weekend • say what you did last weekend • Writing: Your weekend • Reading and listening: Last Saturday 	<ul style="list-style-type: none"> • can describe him/herself, what he/she does and where he/she lives (Describing experience) • can write simple phrases and sentences about themselves and imaginary people, where they live and what they do (Creative writing) • can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required (Overall reading comprehension) • can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning (Overall listening comprehension)
7.2 <ul style="list-style-type: none"> • talk about things you did or saw • say where you were • ask and say where people were • Writing: An email • Reading: An email 	<ul style="list-style-type: none"> • can describe him/herself, what he/she does and where he/she lives (Describing experience) • can ask and answer questions about themselves and other people, where they live, people they know, things they have (Information exchange) • can write a short simple postcard (Correspondence) • can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required (Overall reading comprehension) • can understand short, simple messages on postcards (Reading correspondence)
7.3 <ul style="list-style-type: none"> • talk about things you did or saw • talk about a film or a book • talk about a place you know • Writing: Films, books, restaurants • Listening: Talk about things you did or saw 	<ul style="list-style-type: none"> • can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics (Information exchange) • can write simple phrases and sentences about themselves and imaginary people, where they live and what they do (Creative writing) • can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning (Overall listening comprehension)
7.S <ul style="list-style-type: none"> • make requests • reply to requests 	<ul style="list-style-type: none"> • can ask people for things, and give people things (Goal-oriented co-operation)

UNIT 8

English Unlimited Starter goals and materials	CEF goals
8.1 <ul style="list-style-type: none"> • talk about a place you visited • say what you saw and did • say what you didn't see or do • Writing: A travel blog • Reading: Mike and Anna in Cairo 	<ul style="list-style-type: none"> • can describe him/herself, what he/she does and where he/she lives (Describing experience) • can write simple phrases and sentences about themselves and imaginary people, where they live and what they do (Creative writing) • can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required (Overall reading comprehension) • can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support (Reading for information and argument)
8.2 <ul style="list-style-type: none"> • talk about holiday activities • ask people what they did • Listening: On holiday 	<ul style="list-style-type: none"> • can describe him/herself, what he/she does and where he/she lives (Describing experience) • can ask and answer questions about themselves and other people, where they live, people they know, things they have (Information exchange) • can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning (Overall listening comprehension)
8.3 <ul style="list-style-type: none"> • talk about a place you visited • talk about months and weather • say when to visit a place • ask about a holiday or business trip • Writing: The weather in your country • Listening: Talk about a place you visited 	<ul style="list-style-type: none"> • can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics (Information exchange) • can ask and answer questions about themselves and other people, where they live, people they know, things they have (Information exchange) • can write simple phrases and sentences about themselves and imaginary people, where they live and what they do (Creative writing) • can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning (Overall listening comprehension)
8.W <ul style="list-style-type: none"> • write about a sequence of events 	<ul style="list-style-type: none"> • can write simple phrases and sentences about themselves and imaginary people, where they live and what they do (Creative writing)

UNIT 9

English Unlimited Starter goals and materials	CEF goals
9.1 <ul style="list-style-type: none"> • invite someone to go out • talk on the phone • say what you're doing just now • ask what people are doing • Listening: What are you doing? 	<ul style="list-style-type: none"> • can make an introduction and use basic greeting and leave-taking expressions (Conversation) • can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics (Information exchange) • can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning (Overall listening comprehension)
9.2 <ul style="list-style-type: none"> • invite someone to go out • talk about arrangements • invite someone and reply • Writing: Future arrangements • Listening: Arrangements 	<ul style="list-style-type: none"> • can describe him/herself, what he/she does and where he/she lives (Describing experience) • can indicate time by such phrases as next week, last Friday, in November, three o'clock (Information exchange) • can ask people for things, and give people things (Goal-oriented co-operation) • can write simple phrases and sentences about themselves and imaginary people, where they live and what they do (Creative writing) • can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning (Overall listening comprehension)
9.3 <ul style="list-style-type: none"> • invite someone to go out • decide what to do and where to go • make suggestions • Reading: A 'What's On?' page 	<ul style="list-style-type: none"> • can ask people for things, and give people things (Goal-oriented co-operation) • can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required (Overall reading comprehension) • can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support (Reading for information and argument)
9.S <ul style="list-style-type: none"> • reply to questions 	<ul style="list-style-type: none"> • can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics (Information exchange)

UNIT 10

English Unlimited Starter goals and materials	CEF goals
10.1 <ul style="list-style-type: none"> • talk about your life • say when people were born and died • say what people did in their life • Writing: Famous people • Listening: Who was Picasso? 	<ul style="list-style-type: none"> • can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics (Information exchange) • can indicate time by such phrases as next week, last Friday, in November, three o'clock (Information exchange) • can write simple phrases and sentences about themselves and imaginary people, where they live and what they do (Creative writing) • can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning (Overall listening comprehension)
10.2 <ul style="list-style-type: none"> • talk about your life • talk about important events in your life • tell someone's life story • say when things happened • Listening: Two life stories • Reading: Are you from London? • Reading: How to be a millionaire 	<ul style="list-style-type: none"> • can describe him/herself, what he/she does and where he/she lives (Describing experience) • can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics (Information exchange) • can indicate time by such phrases as next week, last Friday, in November, three o'clock (Information exchange) • can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning (Overall listening comprehension) • can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required (Overall reading comprehension) • can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support (Reading for information and argument)
10.3 <ul style="list-style-type: none"> • talk about your life • talk about your past • ask about someone's past • Writing: Talk about your life • Listening: An interview 	<ul style="list-style-type: none"> • can describe him/herself, what he/she does and where he/she lives (Describing experience) • can ask and answer questions about themselves and other people, where they live, people they know, things they have (Information exchange) • can write simple phrases and sentences about themselves and imaginary people, where they live and what they do (Creative writing) • can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning (Overall listening comprehension)
10.W <ul style="list-style-type: none"> • write when things happened 	<ul style="list-style-type: none"> • can write simple phrases and sentences about themselves and imaginary people, where they live and what they do (Creative writing)