

Touchstone Level 1

Common European Framework of Reference for Languages (CEFR)

Contents

Introduction to CEFR	2
CEFR level	3
CEFR goals realized in this level of Touchstone	4
How each unit relates to the CEFR	8

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.sprachenmarkt.de/fileadmin/sprachenmarkt/ets_images/TOEIC_Can-do-table_CEFR_2008.pdf

CEFR Level

Touchstone, Second Edition, Level 1 covers level A1 of the CEFR. This table describes the general degree of skill achieved by learners at this level.

Skill	Learners will be able to:
Listening	<ul style="list-style-type: none"> ▪ recognize familiar words and very basic phrases concerning themselves, their families, and their immediate concrete surroundings, when people speak slowly and clearly.
Reading	<ul style="list-style-type: none"> ▪ understand familiar names, words, and very simple sentences, for example on notices and posters.
Speaking	<ul style="list-style-type: none"> ▪ interact in a simple way provided the other person is prepared to repeat or rephrase. ▪ ask and answer simple questions in areas of immediate need or on very familiar topics. ▪ use simple sentences to describe where they live and people they know.
Writing	<ul style="list-style-type: none"> ▪ write short, simple postcards or emails. ▪ fill in forms with personal details. ▪ write simple isolated phrases and sentences.
Communicative language competence	<ul style="list-style-type: none"> ▪ use a basic repertoire of words and phrases related to personal details and particular concrete situations. ▪ show limited control of a few simple grammatical structures and sentence patterns in a learned repertoire. ▪ pronounce learned words and phrases in a way that can be understood by many expert speakers. ▪ establish basic social contact by using simple every day polite language.

CEFR goals realized in this level of *Touchstone*

Listening

At A1, learners can understand speech that is very simple.

OVERALL LISTENING COMPREHENSION

Can follow speech that is very slow and carefully articulated, with long pauses for them to assimilate meaning.

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	A1 p12	A1 p22	A1 p34	A1 p44	A1 p54	A1 p66	A1 p76	A1 p86	A1 p98	A1 p108	A1 p118
A2 p3	A3 p13	B2 p24	C1 p38	B1 p46	B3 p57	B2 p68	B2 p77	B3 p89	B2 p101	B1 p110	B2 p120
B1 p4	B2 p14	C2 p27	C3 p39	C1 p48	C1 p58	C1 p70	C1 p80	C1 p90	C1 p102	C1 p112	C1 p122
B2 p5	C2 p17	D1 p28		C3 p49	C3 p59	C3 p71	C3 p81	C3 p91	C3 p103	C3 p113	C3 p123
C4 p7	D1 p18	D3 p29		D2 p51		D2 p73	D2 p83		D2 p105	D3 p115	D2 p125
D1 p8											

UNDERSTANDING INTERACTION

Can understand instructions addressed carefully and slowly to them and follow short, simple 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
	D3 p19		D2 p41		B2 p56						

Reading

At A1, learners can understand very short, simple texts a single phrase at a time, picking up familiar names, words, and basic phrases and rereading as required.

READING CORRESPONDENCE

Can understand short, simple postcards, 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
				D3 p51					D1 p104		

READING FOR ORIENTATION

Can recognize familiar names, words, and very basic phrases on simple notices in the most common everyday situations.

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 p54	D3 p73		D3 p93	A1 p98		A1 p118
					D1 p60						

READING FOR INFORMATION & ARGUMENT

Can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support.

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 p34	D1 p50	D1 p60	D1 p72	D1 p82	D1 p92	D1 p104	D1 p114	D1 p124
			D1 p37				D2 p83		D3 p105		

Speaking

Overall spoken interaction

At A1, learners can:

- interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing, and repair.
- ask and answer simple questions; initiate and respond to simple statements in areas of immediate need or on very familiar topics addressed carefully and slowly to them.

CONVERSATION

Can make an introduction and use basic greeting and leave-taking expressions.

Can ask how people are and react to news.

Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to them in clear, slow, and repeated speech by a sympathetic speaker.

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						C2 p71			C1 p102		B3 p121
A2 p3						C3 p71			C3 p103		
D1 p8											
D2 p9											
D3 p9											

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

Can understand questions and instructions addressed carefully and slowly to them and follow short, simple 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
					B4 p57			D2 p93			B4 p121
					C3 p59						C3 p123
											D3 p125

TRANSACTIONS TO OBTAIN GOODS & SERVICES

Can ask people for things and give people things.

Can handle numbers, quantities, cost, and 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
		C1 p26			B1 p56		B3 p79				
							C3 p81				

INFORMATION EXCHANGE

Can follow short, simple directions.

Can ask and answer questions about themselves and other people, where they live, people they know, and things they have.

Can indicate time by such phrases as *next week*, *last Friday*, *in November*, and *three o'clock*.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
B1 p4	A1 p12	B2 p24	B2 p36	A1 p44	B1 p56	B3 p69	A2 p77	A1 p86	B2 p101	A2 p109	A1 p118
B2 p5	A2 p13	B3 p25	B3 p37	A2 p45	B3 p57	B4 p69	A3 p77	A2 p87	B3 p101	A3 p109	A2 p119
B3 p5	A3 p13	B4 p25	B4 p37	A3 p45	D2 p61	D1 p72	B3 p79	A3 p87	C2 p103	B1 p110	A3 p119
C1 p6	B2 p14	C1 p26	C1 p38	B3 p47		D2 p73	C1 p80	B2 p89	C3 p103	B2 p110	C1 p122
C2 p6	B3 p15	C2 p27	C2 p39	B4 p47		D3 p73	D1 p82	B3 p89	D3 p105	B3 p111	C2 p123
C3 p7	B4 p15	C3 p27	C3 p39	C1 p48			D3 p83	C2 p91		C1 p112	D3 p125
C4 p7	C1 p16	D1 p28		C2 p49				C3 p91		C3 p113	
D2 p9	C2 p17	D3 p29		C3 p49							
	C3 p17			D2 p51							
	D1 p18			D3 p51							
	D3 p19										

INTERVIEWING AND BEING INTERVIEWED

Can reply in an interview to simple, direct questions spoken very slowly and clearly in non-idiomatic speech about personal details.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
			B2 p36	A1 p44					B2 p101	A3 p109	
			B4 p37	A3 p45					B3 p101		
				B4 p47							

Overall spoken production

At A1, learners can produce simple, mainly isolated, phrases about people and places.

SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE											
Can describe themselves, what they do, and where they live.											
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 p23	A3 p35	B2 p46	A2 p55	A2 p67	B1 p77	C1 p90	A2 p99	B3 p111	B1 p120
		B1 p24	B1 p36		A3 p55	A3 p67	D3 p83		A3 p99	D3 p115	
		C1 p26	D3 p41		C1 p58	B1 p68			B1 p100		
					C2 p59				D2 p105		
					D2 p61						

Writing

At A1, learners can:

- use isolated phrases and sentences.
- ask for or pass on personal details in written form.

OVERALL WRITTEN PRODUCTION											
Can write simple, isolated words and phrases.											
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 p41		D3 p61		D1 p82	D1 p92	B1 p100	D2 p115	D2 p125
							D2 p83		D3 p105		

CORRESPONDENCE											
Can write short, simple postcards, 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
				D3 p51							

CREATIVE WRITING											
Can write simple phrases and sentences about themselves and imaginary people, where they live, and what they do.											
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 p41			D3 p73		D3 p93		D2 p115	D2 p125

COHERENCE											
Can link words or groups of words with very basic linear connectors like <i>and</i> or <i>then</i> .											
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 p51			D2 p83		D3 p105		

Communicative language competence

VOCABULARY RANGE											
Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.											
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	A1 p12	B1 p24	B1 p36	B3 p47	A1 p54	B1 p68	A1 p76	B1 p88	B1 p100	A1 p108	A1 p118
A2 p3	B1 p14	B2 p24	C2 p39	C2 p49	B1 p56	B2 p68	B1 p77	C1 p90	C1 p102	B3 p111	B1 p120
B1 p4	B2 p14	C1 p26			B3 p57	C2 p71	B2 p77	C2 p91	C2 p103	C2 p113	C1 p122
C1 p6	C1 p16	C2 p27			C1 p58		C1 p80				C2 p123
C2 p6	C2 p17	D1 p28			C2 p59		C2 p81				
D1 p8	D1 p18	D2 p29									
D2 p9	D2 p19										
	D3 p19										

GRAMMATICAL ACCURACY

Shows limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.

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	A2 p13	A2 p23	A2 p35	A2 p45	A2 p55	A2 p67	A2 p77	A2 p87	A2 p99	A2 p109	A2 p119
C3 p7	B3 p15	B3 p25	B2 p36	B2 p46	B4 p57	B3 p69	B3 p79	B1 p88	B3 p101	B2 p110	B3 p121
	C3 p17	C3 p27	B3 p37					B2 p89			

PHONOLOGICAL CONTROL

Pronunciation of learned words and phrases can be understood by expert speakers used to dealing with speakers of their language group.

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	A1 p12	B1 p24	A3 p35	A3 p45	A1 p54	B1 p68	A1 p76	A3 p87	A3 p99	A1 p108	A1 p118
A2 p3	B1 p14	B2 p24	B1 p36	B3 p47	A3 p55	B2 p68	A3 p77	B1 p88	B1 p100	A3 p109	B1 p120
B1 p4	B2 p14	B4 p25	C2 p39	C2 p49	B1 p56	B4 p69	B1 p77	C1 p90	C1 p102	B3 p111	B4 p121
C1 p6	B4 p15	C1 p26			B3 p57	C2 p71	B2 p77	C2 p91	C2 p103	C2 p113	C1 p122
C2 p6	C1 p16	C2 p27			C1 p58		C1 p80				C2 p123
D1 p8	C2 p17	D1 p28			C2 p59		C2 p81				
D2 p9	D1 p18	D2 p28									
	D2 p19										
	D3 p19										

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.

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	D2 p19	D1 p28							C1 p102		
A2 p3		D2 p29									
D1 p8											
D2 p9											

How each unit relates to the CEFR

Unit 1

Skill	Goal	Lesson
Listening	Can follow speech that is very slow and carefully articulated, with long pauses for them to assimilate meaning.	A1 p2 A2 p3 B1 p4 B2 p5 C4 p7 D1 p8
Speaking	Can make an introduction and use basic greeting and leave-taking expressions. Can ask how people are and react to news. Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to them in clear, slow, and repeated speech by a sympathetic speaker.	A1 p2 A2 p3 D1 p8 D2 p9 D3 p9
	Can follow short, simple directions. Can ask and answer questions about themselves and other people, where they live, people they know, and things they have. Can indicate time by such phrases as <i>next week, last Friday, in November, and three o'clock</i> .	B1 p4 B2 p5 B3 p5 C1 p6 C2 p6 C3 p7 C4 p7 D2 p9
Communicative language competence	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	A1 p2 A2 p3 B1 p4 C1 p6 C2 p6 D1 p8 D2 p9
	Shows limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.	B3 p5 C3 p7
	Pronunciation of learned words and phrases can be understood by expert speakers used to dealing with speakers of their language group.	A1 p2 A2 p3 B1 p4 C1 p6 C2 p6 D1 p8 D2 p9
	Can establish basic social contact by using the simplest everyday polite forms of greetings and farewells, introductions, saying <i>please, thank you, sorry</i> , etc.	A1 p2 A2 p3 D1 p8 D2 p9

Unit 2

Skill	Goal	Lesson
Listening	Can follow speech that is very slow and carefully articulated, with long pauses for them to assimilate meaning.	A1 p12 A3 p13 B2 p14 C2 p17 D1 p18
	Can understand instructions addressed carefully and slowly to them and follow short, simple directions.	D3 p19
Speaking	Can follow short, simple directions. Can ask and answer questions about themselves and other people, where they live, people they know, and things they have. Can indicate time by such phrases as <i>next week, last Friday, in November, and three o'clock</i> .	A1 p12 A2 p13 A3 p13 B2 p14 B3 p15 B4 p15 C1 p16 C2 p17 C3 p17 D1 p18 D3 p19
Communicative language competence	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	A1 p12 B1 p14 B2 p14 C1 p16 C2 p17 D1 p18 D2 p19 D3 p19
	Shows limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.	A2 p13 B3 p15 C3 p17
	Pronunciation of learned words and phrases can be understood by expert speakers used to dealing with speakers of their language group.	A1 p12 B1 p14 B2 p14 B4 p15 C1 p16 C2 p17 D1 p18 D2 p19 D3 p19
	Can establish basic social contact by using the simplest everyday polite forms of greetings and farewells, introductions, saying <i>please, thank you, sorry</i> , etc.	D2 p19

Unit 3

Skill	Goal	Lesson
Listening	Can follow speech that is very slow and carefully articulated, with long pauses for them to assimilate meaning.	A1 p22 B2 p24 C2 p27 D1 p28 D3 p29
Speaking	Can ask people for things and give people things. Can handle numbers, quantities, cost, and time.	C1 p26
	Can follow short, simple directions. Can ask and answer questions about themselves and other people, where they live, people they know, and things they have. Can indicate time by such phrases as <i>next week, last Friday, in November, and three o'clock</i> .	B2 p24 B3 p25 B4 p25 C1 p26 C2 p27 C3 p27 D1 p28 D3 p29
	Can describe themselves, what they do, and where they live.	A3 p23 B1 p24 C1 p26
Communicative language competence	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	B1 p24 B2 p24 C1 p26 C2 p27 D1 p28 D2 p29
	Shows limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.	A2 p23 B3 p25 C3 p27
	Pronunciation of learned words and phrases can be understood by expert speakers used to dealing with speakers of their language group.	B1 p24 B2 p24 B4 p25 C1 p26 C2 p27 D1 p28 D2 p28
	Can establish basic social contact by using the simplest everyday polite forms of greetings and farewells, introductions, saying <i>please, thank you, sorry</i> , etc.	D1 p28 D2 p29

Unit 4

Skill	Goal	Lesson
Listening	Can follow speech that is very slow and carefully articulated, with long pauses for them to assimilate meaning.	A1 p34 C1 p38 C3 p39
	Can understand instructions addressed carefully and slowly to them and follow short, simple directions.	D2 p41
Reading	Can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support.	A1 p34 D1 p37
Speaking	Can follow short, simple directions. Can ask and answer questions about themselves and other people, where they live, people they know, and things they have. Can indicate time by such phrases as <i>next week, last Friday, in November, and three o'clock</i> .	B2 p36 B3 p37 B4 p37 C1 p38 C2 p39 C3 p39
	Can reply in an interview to simple, direct questions spoken very slowly and clearly in non-idiomatic speech about personal details.	B2 p36 B4 p37
	Can describe themselves, what they do, and where they live.	A3 p35 B1 p36 D3 p41
Writing	Can write simple, isolated words and phrases.	D3 p41
	Can write simple phrases and sentences about themselves and imaginary people, where they live, and what they do.	D3 p41
Communicative language competence	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	B1 p36 C2 p39
	Shows limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.	A2 p35 B2 p36 B3 p37
	Pronunciation of learned words and phrases can be understood by expert speakers used to dealing with speakers of their language group.	A3 p35 B1 p36 C2 p39

Unit 5

Skill	Goal	Lesson
Listening	Can follow speech that is very slow and carefully articulated, with long pauses for them to assimilate meaning.	A1 p44 B1 p46 C1 p48 C3 p49 D2 p51
Reading	Can understand short, simple postcards, emails, etc.	D3 p51
	Can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support.	D1 p50
Speaking	Can follow short, simple directions. Can ask and answer questions about themselves and other people, where they live, people they know, and things they have. Can indicate time by such phrases as <i>next week, last Friday, in November, and three o'clock</i> .	A1 p44 A2 p45 A3 p45 B3 p47 B4 p47 C1 p48 C2 p49 C3 p49 D2 p51 D3 p51
	Can reply in an interview to simple, direct questions spoken very slowly and clearly in non-idiomatic speech about personal details.	A1 p44 A3 p45 B4 p47
	Can describe themselves, what they do, and where they live.	B2 p46
Writing	Can write short, simple postcards, emails, etc.	D3 p51
	Can link words or groups of words with very basic linear connectors like <i>and</i> or <i>then</i> .	D3 p51
Communicative language competence	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	B3 p47 C2 p49
	Shows limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.	A2 p45 B2 p46
	Pronunciation of learned words and phrases can be understood by expert speakers used to dealing with speakers of their language group.	A3 p45 B3 p47 C2 p49

Unit 6

Skill	Goal	Lesson
Listening	Can follow speech that is very slow and carefully articulated, with long pauses for them to assimilate meaning.	A1 p54 B3 p57 C1 p58 C3 p59
	Can understand instructions addressed carefully and slowly to them and follow short, simple directions.	B2 p56
Reading	Can recognize familiar names, words, and very basic phrases on simple notices in the most common everyday situations.	A1 p54 D1 p60
	Can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support.	D1 p60
Speaking	Can understand questions and instructions addressed carefully and slowly to them and follow short, simple directions.	B4 p57 C3 p59
	Can ask people for things and give people things. Can handle numbers, quantities, cost and time.	B1 p56
	Can follow short, simple directions. Can ask and answer questions about themselves and other people, where they live, people they know, and things they have. Can indicate time by such phrases as <i>next week, last Friday, in November, and three o'clock</i> .	B1 p56 B3 p57 D2 p61
	Can describe themselves, what they do, and where they live.	A2 p55 A3 p55 C1 p58 C2 p59 D2 p61
Writing	Can write simple, isolated words and phrases.	D3 p61
Communicative language competence	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	A1 p54 B1 p56 B3 p57 C1 p58 C2 p59
	Shows limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.	A2 p55 B4 p57
	Pronunciation of learned words and phrases can be understood by expert speakers used to dealing with speakers of their language group.	A1 p54 A3 p55 B1 p56 B3 p57 C1 p58 C2 p59

Unit 7

Skill	Goal	Lesson
Listening	Can follow speech that is very slow and carefully articulated, with long pauses for them to assimilate meaning.	A1 p66 B2 p68 C1 p70 C3 p71 D2 p73
Reading	Can recognize familiar names, words, and very basic phrases on simple notices in the most common everyday situations.	D3 p73
	Can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support.	D1 p72
Speaking	Can make an introduction and use basic greeting and leave-taking expressions. Can ask how people are and react to news. Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to them in clear, slow, and repeated speech by a sympathetic speaker.	C2 p71 C3 p71
	Can follow short, simple directions. Can ask and answer questions about themselves and other people, where they live, people they know, and things they have. Can indicate time by such phrases as <i>next week, last Friday, in November, and three o'clock</i> .	B3 p69 B4 p69 D1 p72 D2 p73 D3 p73
	Can describe themselves, what they do, and where they live.	A2 p67 A3 p67 B1 p68
Writing	Can write simple phrases and sentences about themselves and imaginary people, where they live, and what they do.	D3 p73
Communicative language competence	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	B1 p68 B2 p68 C2 p71
	Shows limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.	A2 p67 B3 p69
	Pronunciation of learned words and phrases can be understood by expert speakers used to dealing with speakers of their language group.	B1 p68 B2 p68 B4 p69 C2 p71

Unit 8

Skill	Goal	Lesson
Listening	Can follow speech that is very slow and carefully articulated, with long pauses for them to assimilate meaning.	A1 p76 B2 p77 C1 p80 C3 p81 D2 p83
Reading	Can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support.	D1 p82 D2 p83
Speaking	Can ask people for things and give people things. Can handle numbers, quantities, cost, and time.	B3 p79 C3 p81
	Can follow short, simple directions. Can ask and answer questions about themselves and other people, where they live, people they know, and things they have. Can indicate time by such phrases as <i>next week, last Friday, in November, and three o'clock</i> .	A2 p77 A3 p77 B3 p79 C1 p80 D1 p82 D3 p83
	Can describe themselves, what they do, and where they live.	B1 p77 D3 p83
Writing	Can write simple, isolated words and phrases.	D1 p82 D2 p83
	Can link words or groups of words with very basic linear connectors like <i>and</i> or <i>then</i> .	D2 p83
Communicative language competence	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	A1 p76 B1 p77 B2 p77 C1 p80 C2 p81
	Shows limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.	A2 p77 B3 p79
	Pronunciation of learned words and phrases can be understood by expert speakers used to dealing with speakers of their language group.	A1 p76 A3 p77 B1 p77 B2 p77 C1 p80 C2 p81

Unit 9

Skill	Goal	Lesson
Listening	Can follow speech that is very slow and carefully articulated, with long pauses for them to assimilate meaning.	A1 p86 B3 p89 C1 p90 C3 p91
Reading	Can recognize familiar names, words, and very basic phrases on simple notices in the most common everyday situations.	D3 p93
	Can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support.	D1 p92
Speaking	Can understand questions and instructions addressed carefully and slowly to them and follow short, simple directions.	D2 p93
	Can follow short, simple directions. Can ask and answer questions about themselves and other people, where they live, people they know, and things they have. Can indicate time by such phrases as <i>next week, last Friday, in November, and three o'clock</i> .	A1 p86 A2 p87 A3 p87 B2 p89 B3 p89 C2 p91 C3 p91
	Can describe themselves, what they do, and where they live.	C1 p90
Writing	Can write simple, isolated words and phrases.	D1 p92
	Can write simple phrases and sentences about themselves and imaginary people, where they live, and what they do.	D3 p93
Communicative language competence	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	B1 p88 C1 p90 C2 p91
	Shows limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.	A2 p87 B1 p88 B2 p89
	Pronunciation of learned words and phrases can be understood by expert speakers used to dealing with speakers of their language group.	A3 p87 B1 p88 C1 p90 C2 p91

Unit 10

Skill	Goal	Lesson
Listening	Can follow speech that is very slow and carefully articulated, with long pauses for them to assimilate meaning.	A1 p98 B2 p101 C1 p102 C3 p103 D2 p105
Reading	Can understand short, simple postcards, emails, etc.	D1 p104
	Can recognize familiar names, words, and very basic phrases on simple notices in the most common everyday situations.	A1 p98
	Can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support.	D1 p104 D3 p105
Speaking	Can make an introduction and use basic greeting and leave-taking expressions. Can ask how people are and react to news. Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to them in clear, slow, and repeated speech by a sympathetic speaker.	C1 p102 C3 p103
	Can follow short, simple directions. Can ask and answer questions about themselves and other people, where they live, people they know, and things they have. Can indicate time by such phrases as <i>next week, last Friday, in November, and three o'clock</i> .	B2 p101 B3 p101 C2 p103 C3 p103 D3 p105
	Can reply in an interview to simple, direct questions spoken very slowly and clearly in non-idiomatic speech about personal details.	B2 p101 B3 p101
	Can describe themselves, what they do, and where they live.	A2 p99 A3 p99 B1 p100 D2 p105
Writing	Can write simple, isolated words and phrases.	B1 p100 D3 p105
	Can link words or groups of words with very basic linear connectors like <i>and</i> or <i>then</i> .	D3 p105
Communicative language competence	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	B1 p100 C1 p102 C2 p103
	Shows limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.	A2 p99 B3 p101
	Pronunciation of learned words and phrases can be understood by expert speakers used to dealing with speakers of their language group.	A3 p99 B1 p100 C1 p102 C2 p103
	Can establish basic social contact by using the simplest everyday polite forms of greetings and farewells, introductions, saying <i>please, thank you, sorry</i> , etc.	C1 p102

Unit 11

Skill	Goal	Lesson
Listening	Can follow speech that is very slow and carefully articulated, with long pauses for them to assimilate meaning.	A1 p108 B1 p110 C1 p112 C3 p113 D3 p115
Reading	Can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support.	D1 p114
Speaking	Can follow short, simple directions. Can ask and answer questions about themselves and other people, where they live, people they know, and things they have. Can indicate time by such phrases as <i>next week, last Friday, in November, and three o'clock.</i>	A2 p109 A3 p109 B1 p110 B2 p110 B3 p111 C1 p112 C3 p113
	Can reply in an interview to simple, direct questions spoken very slowly and clearly in non-idiomatic speech about personal details.	A3 p109
	Can describe themselves, what they do, and where they live.	B3 p111 D3 p115
Writing	Can write simple, isolated words and phrases.	D2 p115
	Can write simple phrases and sentences about themselves and imaginary people, where they live, and what they do.	D2 p115
Communicative language competence	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	A1 p108 B3 p111 C2 p113
	Shows limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.	A2 p109 B2 p110
	Pronunciation of learned words and phrases can be understood by expert speakers used to dealing with speakers of their language group.	A1 p108 A3 p109 B3 p111 C2 p113

Unit 12

Skill	Goal	Lesson
Listening	Can follow speech that is very slow and carefully articulated, with long pauses for them to assimilate meaning.	A1 p118 B2 p120 C1 p122 C3 p123 D2 p125
Reading	Can recognize familiar names, words, and very basic phrases on simple notices in the most common everyday situations.	A1 p118
	Can get an idea of the content of simpler informational material and short, simple descriptions, especially if there is visual support.	D1 p124
Speaking	Can make an introduction and use basic greeting and leave-taking expressions. Can ask how people are and react to news. Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to them in clear, slow, and repeated speech by a sympathetic speaker.	B3 p121
	Can understand questions and instructions addressed carefully and slowly to them and follow short, simple directions.	B4 p121 C3 p123 D3 p125
	Can follow short, simple directions. Can ask and answer questions about themselves and other people, where they live, people they know, and things they have. Can indicate time by such phrases as <i>next week, last Friday, in November, and three o'clock</i> .	A1 p118 A2 p119 A3 p119 C1 p122 C2 p123 D3 p125
	Can describe themselves, what they do, and where they live.	B1 p120
Writing	Can write simple, isolated words and phrases.	D2 p125
	Can write simple phrases and sentences about themselves and imaginary people, where they live, and what they do.	D2 p125
Communicative language competence	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	A1 p118 B1 p120 C1 p122 C2 p123
	Shows limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.	A2 p119 B3 p121
	Pronunciation of learned words and phrases can be understood by expert speakers used to dealing with speakers of their language group.	A1 p118 B1 p120 B4 p121 C1 p122 C2 p123