

UNIT	READING	LISTENING	SPEAKING	WRITING	GRAMMAR	VOCABULARY
<b>1</b>						
<b>Lesson 1A</b>	37 Can identify specific information in simple letters, brochures and short articles.		36 Can communicate in routine tasks requiring simple, direct exchanges of information. 39 Can initiate, maintain and close simple, restricted face-to-face conversations. 40 Can explain what they like or dislike about something.		36 Can ask questions with 'what kind/sort of ...?' 34 Can form questions with 'what' and 'which' as adjectives.	30–42 Can use language related to everyday activities.
<b>Lesson 1B</b>		38 Can understand the main ideas in a simple work-related news story, given visual support.	38 Can ask and answer questions about habits and routines. 38 Can describe habits and routines. 38 Can give an extended description of everyday topics (e.g. people, places, experiences).	38 Can write short, simple notes, emails and messages relating to everyday matters.	38 Can use the present continuous to refer to temporary situations.	30–42 Can use language related to work activities. 30–42 Can use language related to job description and types of work. 30–42 Can use language related to jobs.
<b>Lesson 1C</b>		36 Can follow a simple conversation or narrative about familiar, everyday activities.	38 Can express how they feel in simple terms. 39 Can use simple fixed expressions to give encouragement (e.g. 'You can do it!'). 37 Can give compliments, using fixed expressions. 42 Can use some basic interjections to express understanding, surprise, disappointment, and excitement.			30–42 Can use language related to expressing emotions.
<b>Lesson 1D</b>		36 Can follow a simple conversation or narrative about familiar, everyday activities.	38 Can express how they feel in simple terms. GLSI0586 37 Can answer simple questions and respond to simple statements in an interview.	41 Can write descriptions of everyday personal experiences. 42 Can make short descriptive online postings about everyday matters, social activities and feelings, with simple key details.	37 Can use verb + '-ing' forms as the complement of a sentence.	
<b>Mediation</b>				40 Can relay in writing specific information contained in short simple informational texts provided the texts concern concrete, familiar subjects and are composed in simple everyday language.		

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<b>2</b>						
<b>Lesson 2A</b>		37 Can follow the sequence of events in a short, simple dialogue or narrative. 37 Can get the gist of short, simple stories if told slowly and clearly.	38 Can describe very basic events in the past using simple linking words (e.g. 'then', 'next'). 40 Can tell a story or describe something in a simple list of points.	39 Can write short basic descriptions of past events and activities. 40 Can write a simple story or description of an event using basic time expressions.	40 Can distinguish between the past simple and past continuous.	30–42 Can use language related to animals.
<b>Lesson 2B</b>	37 Can understand short, simple narrative texts. 38 Can make basic inferences from simple information in a short text.		40 Can tell a story or describe something in a simple list of points. 34 Can give simple opinions using basic fixed expressions.		35 Can use the definite article to refer back to something already mentioned. 36 Can use uncountable nouns without an article. 37 Can generalise about persons, things, or situations using plural nouns/noun phrases with no (zero) article. 40 Can use the definite article correctly with geographical names and locations.	30–42 Can use language related to airports, aircraft, and air travel. 30–42 Can use language related to travel.
<b>Lesson 2C</b>		36 Can follow a simple conversation or narrative about familiar, everyday activities.	36 Can make and accept offers. 39 Can get information from a tourist office of a straightforward, non-specialised nature. 47 Can describe events, real or imagined.		38 Can use 'll + infinitive for spontaneous decisions and offers. 45 Can use 'Shall I/we ...?' to make formal suggestions and offers.	30–42 Can use language related to actions and gestures. 30–42 Can use language related to do or not do.
<b>Lesson 2D</b>	37 Can understand short, simple narrative texts. 39 Can identify specific information in a simple factual text.	37 Can follow the sequence of events in a short, simple dialogue or narrative. 38 Can make basic inferences in simple conversations on familiar everyday topics.	36 Can communicate in routine tasks requiring simple, direct exchanges of information. 39 Can initiate, maintain and close simple, restricted face-to-face conversations. 40 Can say how they or someone else feels, giving brief reasons.	36 Can make simple comparisons between people, places or things.	42 Can use 'both' and 'both of' with nouns and noun phrases. 44 Can use 'all of', 'none of', and 'most of' to describe subsets and proportions of groups of people and things.	
<b>Mediation</b>			42 Can collaborate in simple, shared tasks, provided other participants speak/sign slowly and that one or more of them help him/her contribute and express his/her suggestions.			

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<b>3</b>						
<b>Lesson 3A</b>	40 Can understand simple details in simple informational texts (blogs, websites, catalogues, etc.).		39 Can give simple reasons to explain preferences, given a model. 34 Can give simple opinions using basic fixed expressions.		37 Can express obligation and necessity in the present and near future with 'have to'.	30–42 Can use language related to knowledge or lack of knowledge. 30–42 Can use language related to studying, learning and teaching. 30–42 Can use language related to finding out. 30–42 Can use language related to decision or indecision.
<b>Lesson 3B</b>		39 Can generally identify the topic of discussion around them when conducted slowly and clearly. 36 Can follow a simple conversation or narrative about familiar, everyday activities.	41 Can give the reasons for a choice, using simple language. 40 Can tell a story or describe something in a simple list of points.	42 Can rewrite a simple text to correct mistakes. 48 Can prepare a simple questionnaire in order to gather data.	38 Can ask wh- questions about the subject.	30–42 Can use language related to describing something's quality. 30–42 Can use language related to expressing an opinion or judgment.
<b>Lesson 3C</b>		36 Can follow a simple conversation or narrative about familiar, everyday activities.	37 Can give simple instructions to complete a basic task, given a model. 40 Can ask for clarification about key words not understood, using fixed expressions.			30–42 Can use language related to location and position. 30–42 Can use language related to moving in a direction.
<b>Lesson 3D</b>	39 Can understand a simple text about a past event.	37 Can identify activities occurring in the past in short, simple dialogues.	40 Can ask and answer questions about past times and past activities.	44 Can write a basic description of experiences, feelings and reactions, given a model. 42 Can make short descriptive online postings about everyday matters, social activities and feelings, with simple key details.	46 Can use 'had to ...'/'Did ... have to ...?' to refer to past necessity and obligation.	
<b>Mediation</b>			39 Can ensure that the person he/she is addressing understands what he/she means by asking appropriate questions.			

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<b>4</b>						
<b>Lesson 4A</b>		37 Can identify activities occurring in the past in short, simple dialogues.	40 Can ask and answer questions about past times and past activities. 38 Can give an extended description of everyday topics (e.g. people, places, experiences).	41 Can write descriptions of everyday personal experiences. 39 Can signal contrast in a simple text with a limited range of language.	41 Can use the present perfect to refer to personal experiences in the past. 41 Can form questions using the present perfect with 'ever'.	30–42 Can use language related to do or not do.
<b>Lesson 4B</b>	39 Can identify specific information in a simple factual text.		37 Can make simple, direct comparisons between two people or things using common adjectives. 39 Can give simple reasons to explain preferences, given a model.		40 Can use all forms of comparatives and superlatives of adjectives. 38 Can make comparisons with regular shorter adjectives + '-er'. 36 Can make comparisons with 'more' + longer adjectives. 36 Can form the superlative of regular adjectives with '-est'. 36 Can form the superlative of longer regular adjectives with 'most'.	30–42 Can use language related to travel.
<b>Lesson 4C</b>		36 Can recognise when speakers agree in a conversation conducted slowly and clearly.	41 Can make and respond to suggestions.		36 Can use 'should(n't)' to offer or ask for advice or suggestions. 41 Can make offers and suggestions using 'could'.	30–42 Can use language related to get or give.
<b>Lesson 4D</b>		32 Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly.	40 Can give a simple description of how to carry out an everyday process (e.g. a recipe).	38 Can write a description of a simple everyday process (e.g. a recipe).	39 Can use adjectives after verbs of sensation (e.g. 'look, sound, feel, taste, smell, seem, appear'). 42 Can use 'like' with sensory verbs to express similarity.	
<b>Mediation</b>				42 Can list as a series of bullet points the relevant information contained in short simple texts, provided the texts concern concrete, familiar subjects and contain only simple everyday language.		

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<b>5</b>						
<b>Lesson 5A</b>	39 Can understand a simple text about a past event.		40 Can tell a story or describe something in a simple list of points. 38 Can give an extended description of everyday topics (e.g. people, places, experiences).	42 Can write a short description of a trip or event.	45 Can use possessive pronouns as objects and complements. 34 Can form questions with 'whose'. 39 Can use 'that' and 'this' as subject and object pronouns. 42 Can use a range of pronouns and adverbials for anaphoric (back) reference.	30–42 Can use language related to money.
<b>Lesson 5B</b>		42 Can understand the main points of a short, informal interview on a familiar topic.	42 Can give a short, basic description of events and activities.		37 Can use a range of basic quantifiers with 'of' and noun phrases. 36 Can correctly use a range of nouns with both countable and uncountable meanings. 37 Can use 'some' and 'any' as quantifiers in negative statements and questions with mass and count nouns. 39 Can use 'no' as a quantifier to indicate the absence or lack of something. 36 Can use uncountable nouns without an article. 36 Can use 'a lot of/lots of' to refer to quantities. 41 Can use 'a bit/a little' to refer to quantities with mass (uncountable) nouns. 39 Can express sufficiency and insufficiency with 'enough' and 'too'.	30–42 Can use language related to group or mass.
<b>Lesson 5C</b>	39 Can understand a simple text about a past event.	34 Can recognise some basic fixed expressions to describe products or services, given help with vocabulary.	40 Can explain what they like or dislike about something. 38 Can read out a short, rehearsed statement (e.g. introduce a speaker, propose a toast). 40 Can make a short rehearsed announcement on a familiar topic.			30–42 Can use language related to physical condition.
<b>Lesson 5D</b>		38 Can make basic inferences in simple conversations on familiar everyday topics.	37 Can compare their own and others' possessions using simple language. 41 Can talk about personal possessions, including household pets.	42 Can make basic informal suggestions in writing.	39 Can use direct + indirect objects together after ditransitive verbs like 'give/tell/pass'. 42 Can construct double-complement sentences with verbs such as 'give', 'tell', 'ask', etc. "	
<b>Mediation</b>				49 Can relay in writing specific, relevant information contained in straightforward informational texts on familiar subjects.		

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<b>6</b>						
<b>Lesson 6A</b>	38 Can understand basic opinions expressed in simple language in short texts.		41 Can give the reasons for a choice, using simple language.		36 Can correctly place adverbs of frequency in longer sentences. 36 Can use adverbs of frequency and manner in the correct position. 37 Can form basic adverbs by adding '-ly' to adjectives. 41 Can qualify adverbs with 'really/quite/very'. 38 Can form irregular superlatives of adjectives and adverbs such as 'best', 'worst'. 39 Can make irregular comparisons of adjectives and adverbs such as 'better', 'worse'.	30–42 Can use language related to sport. 30–42 Can use language related to sports actions.
<b>Lesson 6B</b>		38 Can make basic inferences in simple conversations on familiar everyday topics.	40 Can say how they or someone else feels, giving brief reasons.	40 Can use appropriate openings and endings in simple informal emails. 41 Can write about everyday things (e.g. people, places, job, study) in linked sentences.	42 Can use the present perfect with present reference. 45 Can use the present perfect with 'just' (BrE). 44 Can use the present perfect with 'yet' and 'still'.	30–42 Can use language related to actions and gestures. 30–42 Can use language related to physical condition. 30–42 Can use language related to happen
<b>Lesson 6C</b>	37 Can identify specific information in simple letters, brochures and short articles.	42 Can understand basic medical advice.	36 Can ask and talk about very basic symptoms and ailments (e.g. cold, flu).		37 Can use 'must' to express obligation and necessity in the present and near future.	30–42 Can use language related to wellness and illness. 30–42 Can use language related to diseases, accidents, and injuries. 30–42 Can use language related to parts of the body and mind.
<b>Lesson 6D</b>		37 Can follow the sequence of events in a short, simple dialogue or narrative.	38 Can talk about an event in the past using fixed expressions, given a model.	41 Can write a short description of a trip or event.	40 Can make statements with the verb 'be' and adjectives with verbs in the infinitive.	
<b>Mediation</b>			48 Can relay specific information given in straightforward informational texts (e.g. leaflets, brochure entries, notices and letters or e-mails).			

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<b>7</b>						
<b>Lesson 7A</b>		40 Can understand enough to manage simple routine exchanges without undue effort. 37 Can follow the sequence of events in a short, simple dialogue or narrative.	42 Can make simple future arrangements and plans with reference to a diary or schedule. 39 Can talk about plans for the near future in a simple way. 36 Can discuss what to do and where to go, and make arrangements to meet. 37 Can make an invitation including information about the time and location.	40 Can write simple texts or emails making arrangements to meet, given a model. 37 Can write a simple email to confirm information about a meeting (times, dates, etc). 40 Can write simple sentences about a future trip or event.	42 Can use the present continuous with future reference. 38 Can use 'in' as a preposition of time with future reference. 41 Can distinguish between the most common ways of expressing the future.	30–42 Can use language related to going to a movie, concert, exhibition, etc. 30–42 Can use language related to entertainment and going out.
<b>Lesson 7B</b>	40 Can scan a simple text, identifying the main topic(s).		44 Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions. 38 Can ask and answer questions about habits and routines.		40 Can use singular verb forms with impersonal pronouns 'every/any/no/some+body/where/one/thing'. 41 Can use a range of indefinite compound pronouns prefixed with 'some-'. 44 Can use a range of indefinite compound pronouns prefixed with 'no-'. 45 Can use a range of indefinite compound pronouns prefixed with 'any-'. 46 Can use indefinite compound pronouns followed by infinitive verb phrases.	30–42 Can use language related to food and drink. 30–42 Can use language related to storage.
<b>Lesson 7C</b>	40 Can understand simple details in informational texts (blogs, websites, catalogues, etc.).		40 Can ask for and give or refuse permission.		41 Can use 'May I/we ...?' for formal and polite requests for permission. 37 Can use 'must' to express obligation and necessity in the present and near future. 46 Can use 'mustn't' to express prohibition in the present and near future.	30–42 Can use language related to permitting or prohibiting.
<b>Lesson 7D</b>	38 Can understand basic opinions expressed in simple language in short texts.	42 Can understand the main points of a short, informal interview on a familiar topic.	41 Can participate in short conversations in routine contexts on topics of interest.	38 Can write short, basic descriptions of places, people or things.	38 Can use a range of common adverbs and adverbial phrases of position. 37 Can use phrases with prepositions + adjectives + nouns. 37 Can use 'with' and 'without' to refer to (lack of) possession and attribution.	
<b>Mediation</b>				42 Can report the main points made in simple TV or radio news items reporting events, sports, accidents, etc., provided the topics concerned are familiar and the delivery is slow and clear.		

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<b>8</b>						
<b>Lesson 8A</b>	38 Can identify basic similarities and differences in the facts between two short simple texts on the same familiar topic, if supported by pictures and questions.		42 Can make simple predictions about the future.		38 Can use 'will' + infinitive for predictions about the future. 35 Can use 'will' to ask questions about the future.	30–42 Can use language related to changing or staying the same.
<b>Lesson 8B</b>		37 Can recognise simple expressions of agreement and disagreement in short discussions, if conducted slowly and clearly. 41 Can derive the probable meaning of simple, unknown words from short, familiar contexts.	41 Can discuss what to do next using simple phrases.	42 Can make basic informal suggestions in writing.	46 Can describe possible future outcomes of a present action or situation using the first conditional.	30–42 Can use language related to wishes, wants, and desires. 30–42 Can use language related to unhappiness, dissatisfaction, and disappointment. 30–42 Can use language related to liking, disliking, and preferences. 30–42 Can use language related to happiness and satisfaction.
<b>Lesson 8C</b>	31 Can understand simple questions in questionnaires on familiar topics. 38 Can make basic inferences from simple information in a short text.		39 Can initiate, maintain and close simple, restricted face-to-face conversations. 41 Can participate in short conversations in routine contexts on topics of interest. 41 Can show interest in conversation using fixed expressions. 41 Can check or clarify information using some simple fixed expressions.		49 Can correctly use positive/positive (Br Eng), positive/negative and negative/positive question tags.	30–42 Can use language related to environmental issues.
<b>Lesson 8D</b>	38 Can understand basic opinions expressed in simple language in short texts.	48 Can identify a speaker's point of view in a simple presentation or lecture aimed at a general audience.	42 Can use some basic interjections to express understanding, surprise, disappointment, and excitement.	42 Can write simple texts giving key information about their culture (e.g. food, national holidays, festivals). 45 Can make simple, logical paragraph breaks in a longer text.	42 Can form adjectives from nouns with common affixes.	
<b>Mediation</b>			40 Can interpret and describe simple visuals on familiar topics (e.g. a weather map, a basic flow chart), even though pauses, false starts and reformulation may be very evident.			