

UNIT	READING	LISTENING	SPEAKING	WRITING	GRAMMAR	VOCABULARY
1 me and you						
Lesson A		<p>30 Can recognise phrases and content words related to basic personal and family information.</p> <p>32 Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly.</p> <p>33 Can follow short, simple social exchanges.</p>	<p>30 Can initiate and respond to simple statements on very familiar topics.</p> <p>32 Can use brief, everyday expressions to ask for and give personal details.</p> <p>31 Can talk about everyday things (e.g. people, places, job, study) in a basic way.</p> <p>30–42 Can use language related to introductions.</p> <p>30 Can talk about familiar topics using a few basic words and phrases.</p>	<p>34 Can write basic personal details for a website profile, business card, etc.</p> <p>24 Can use capital letters appropriately.</p> <p>30 Can write a few simple sentences to introduce themselves and provide basic personal information, given prompts or a model.</p> <p>30 Can write simple sentences about what they and other people do.</p> <p>31 Can give personal details in written form in a limited way.</p>	<p>26 Can make affirmative statements using the present simple without time reference.</p> <p>26 Can make affirmative statements using the present simple for facts and states.*</p> <p>26 Can ask yes/no questions using the present simple.</p> <p>26 Can ask wh- questions using the present simple.</p>	<p>30–42 Can use language related to places of work.</p> <p>0–42 Can use language related to jobs</p>
Lesson B	<p>30 Can understand short, simple texts about everyday activities.</p>		<p>30 Can describe a person's hobbies and activities using simple language.</p> <p>33 Can talk about their life (e.g. family, home, job), using simple language.</p> <p>31 Can ask someone about their hobbies and activities using simple language.</p> <p>31 Can describe their daily routines in a simple way.</p>		<p>26 Can use the present simple to refer to daily routines.</p> <p>26 Can make affirmative statements using the present simple for facts and states.</p> <p>26 Can make affirmative statements using the present simple without time reference.</p> <p>26 Can ask yes/no questions using the present simple.</p> <p>26 Can ask wh- questions using the present simple.</p>	<p>30–42 Can use language related to everyday activities.</p> <p>0–42 Can use language related to jobs.</p> <p>30–42 Can use language related to places of work.</p>
Lesson C	<p>31 Can understand short, simple messages on postcards, emails and social networks.</p> <p>31 Can write simple plans and arrangements on a calendar or in a diary.</p>		<p>34 Can respond to suggestions to do something using basic fixed expressions.</p> <p>31 Can make simple invitations using basic fixed expressions.</p> <p>32 Can understand key information about arrangements in simple dialogues spoken slowly and clearly.</p> <p>34 Can identify specific information in short, simple dialogues in which speakers make arrangements to do something, if spoken slowly and clearly.</p> <p>36 Can discuss what to do and where to go, and make arrangements to meet.</p> <p>30 Can express basic intentions with simple time markers (e.g. 'tomorrow').</p> <p>34 Can make offers, requests, and suggestions using 'can'.</p> <p>34 Can use 'Let's ...' for suggestions and invitations.</p> <p>35 Can make requests and offers with 'would like to' + verbs in the infinitive.</p>			<p>30–42 Can use language related to expressing emotions.</p> <p>30–42 Can use language related to asking about feelings.</p> <p>30–42 Can use language related to point or period of time.</p>
Lesson D	<p>35 Can read a simple text and extract factual details.</p>	<p>30 Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear.</p> <p>30 Can recognise phrases and content words related to basic personal and family information.</p> <p>35 Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly.</p>	<p>33 Can talk about their life (e.g. family, home, job), using simple language.</p> <p>30 Can give a short description of their home, family and job, given some help with vocabulary.</p>	<p>27 Can write simple sentences about their family and where they live.</p> <p>34 Can write short descriptive texts (4–6 sentences) on familiar personal topics (e.g. family, possessions), given a model.</p>	<p>30 Can use 's' to express possession with plural nouns.</p> <p>28 Can use 's' to express possession with singular nouns.</p>	<p>42 Can use language related to family members and relationships.</p>
Mediation			<p>32 Can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided he/she can ask for repetition or reformulation from time to time.</p>			

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2 lifestyle						
Lesson A		35 Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly.	30 Can talk about familiar topics using a few basic words and phrases. 31 Can express their likes and dislikes in relation to familiar topics using simple language. 34 Can say what they like and dislike.	31 Can use very basic connectors like 'and', 'but', 'so' and 'then'. 34 Can write short texts about their likes and dislikes using basic fixed expressions. 32 Can link clauses and sentences with a range of basic connectors.	35 Can use plural countable nouns without an article or quantifier. 32 Can use uncountable (mass) nouns with no quantifier or an appropriate quantifier.	30–42 Can use language related to food and drink. 31 Can express their likes and dislikes in relation to familiar topics using simple language. 34 Can say what they like and dislike.
Lesson B	31 Can understand simple questions in questionnaires on familiar topics.		33 Can say how often they and others do common everyday activities, using basic frequency expressions (e.g. 'every Monday', 'twice a month'). 30 Can talk about familiar topics using a few basic words and phrases. 31 Can describe their daily routines in a simple way. 30 Can describe a person's hobbies and activities using simple language.		33 Can use a range of common adverbs of frequency. 32 Can form questions with 'How often' in the present tense. 26 Can use the present simple to refer to routines and habits.	30–42 Can use language related to everyday activities.
Lesson C	30 Can understand short, simple texts about everyday activities. 31 Can find specific, predictable information in everyday materials (e.g. menus, timetables).		31 Can use simple phrases to order a meal. 30 Can make requests related to immediate needs using basic fixed expressions. 35 Can make simple requests to have or do something in relation to common everyday activities. 31 Can ask for and provide things using simple phrases.			30–42 Can use language related to food and drink.
Lesson D	35 Can read a simple text and extract factual details.	30 Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. 35 Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly.	30 Can talk about familiar topics using a few basic words and phrases. 34 Can say what they like and dislike. 33 Can describe familiar activities, given visual support. 34 Can give simple opinions using basic fixed expressions.	34 Can write short descriptive texts (4–6 sentences) on familiar personal topics (e.g. family, possessions), given a model.	31 Can use 'like/hate/love' with the '-ing' form of verbs.	
Mediation				30 Can list specific information contained in simple texts on everyday subjects of immediate interest or need.		

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3 home						
Lesson A		<p>33 Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly.</p> <p>35 Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly.</p> <p>31 Can recognise phrases and content words related to familiar topics (e.g. shopping, local geography).</p>	<p>31 Can talk about furniture and rooms using simple language.</p> <p>33 Can describe the position of things in a picture using a range of fixed expressions.</p> <p>30 Can give a short description of their home, family and job, given some help with vocabulary.</p> <p>33 Can describe their family, living conditions, education and present or most recent job.</p>	<p>31 Can write a simple description of a room, house or apartment.</p>	<p>30 Can use 'that' and 'this', 'these' and 'those' as determiners relating to people or objects.</p>	<p>30–42 Can use language related to rooms and parts of a building.</p> <p>30–42 Can use language related to furniture and decoration.</p> <p>30–42 Can use language related to location and position.</p>
Lesson B	<p>34 Can understand the general meaning of short, simple informational material and descriptions if there is visual support.</p> <p>35 Can identify key information in short, simple factual texts from the headings and pictures.</p> <p>35 Can read a simple text and extract factual details.</p> <p>31 Can extract specific information (e.g. facts and numbers) from simple informational texts related to everyday life (e.g. posters, leaflets).</p>		<p>31 Can describe common everyday objects using simple language.</p> <p>32 Can express agreement using simple fixed expressions.</p> <p>34 Can give simple opinions using basic fixed expressions.</p>		<p>28 Can use common forms of 'have got' (BrE) in the present tense.</p>	<p>30–42 Can use language related to differences and similarities.</p> <p>30–42 Can use language related to describing something's quality.</p>
Lesson C	<p>31 Can understand short, simple messages on postcards, emails and social networks.</p>	<p>33 Can follow short, simple social exchanges.</p> <p>33 Can recognise simple, fixed expressions used in small talk.</p>	<p>33 Can talk about their life (e.g. family, home, job), using simple language.</p> <p>31 Can make simple invitations using basic fixed expressions.</p> <p>32 Can make offers using basic fixed expressions.</p> <p>30–42 Can use language related to accepting or refusing.</p>			<p>30–42 Can use language related to greeting, meeting, introducing, and leave-taking.</p> <p>33 Can recognise simple, fixed expressions used in small talk.</p>
Lesson D		<p>31 Can recognise phrases and content words related to familiar topics (e.g. shopping, local geography).</p> <p>35 Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly.</p>	<p>33 Can describe their home town or city using simple language.</p> <p>34 Can say what they like and dislike.</p> <p>31 Can talk about everyday things (e.g. people, places, job, study) in a basic way.</p> <p>33 Can describe their family, living conditions, education and present or most recent job.</p> <p>33 Can talk about their life (e.g. family, home, job), using simple language.</p>	<p>34 Can write short texts about their likes and dislikes using basic fixed expressions.</p> <p>34 Can write short descriptive texts (4–6 sentences) on familiar personal topics (e.g. family, possessions), given a model.</p>	<p>27 Can use 'there' + 'be' to express presence/absence.</p> <p>32 Can use uncountable (mass) nouns with no quantifier or an appropriate quantifier.</p>	<p>30–42 Can use language related to describing something's quality.</p> <p>30–42 Can use language related to areas, districts and neighbourhoods.</p>
Mediation				<p>32 Can contribute to an intercultural exchange, using simple words/signs to ask people to explain things and to get clarification of what they say, while exploiting his/her limited repertoire to express agreement, to invite, to thank, etc.</p>		

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4 this world						
Lesson A		33 Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly. 32 Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly. 35 Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly.	31 Can ask simple questions to find out about a subject. 35 Can answer simple questions about their life and experiences. 33 Can make simple references to the past using 'was/were'. 34 Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help.	34 Can write short descriptive texts (4–6 sentences) on familiar personal topics (e.g. family, possessions), given a model. 34 Can write short texts about their likes and dislikes using basic fixed expressions.	32 Can use 'was' and 'were' with a range of complement phrases.	30–42 Can use language related to point or period of time. 35 Can use a range of common time markers for the past, present and future. 32 Can use 'after' as a preposition in time expressions. 30–42 Can use language related to numbers.
Lesson B	35 Can read a simple text and extract factual details.	35 Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly.	31 Can ask simple questions to find out about a subject. 30 Can ask for repetition and clarification when they don't understand, using basic fixed expressions. 34 Can ask someone to repeat a specific point or idea. 34 Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help.		31 Can ask for information about time, measurement, size etc. with 'how' + adjective/quantifier. 30 Can ask about quantities using 'how much/many' with count and uncountable nouns. 35 Can use '(not) many/much' with count (countable) and mass (uncountable) nouns respectively.	30–42 Can use language related to amounts.
Lesson C	31 Can understand short, simple messages on postcards, emails and social networks.	31 Can recognise phrases and content words related to familiar topics (e.g. shopping, local geography).	30 Can ask basic questions about colour, size, price etc. when shopping. 31 Can make simple purchases by stating what is wanted and asking for the price. 33 Can make simple transactions in shops, post offices and banks. 30 Can ask for repetition and clarification when they don't understand, using basic fixed expressions. 34 Can show understanding using a limited range of fixed expressions.			30–42 Can use language related to shops and shopping experience.
Lesson D		35 Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly. 30 Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear.	34 Can ask for basic advice using simple language. 34 Can give simple opinions using basic fixed expressions. 32 Can express agreement using simple fixed expressions. 30 Can talk about familiar topics using a few basic words and phrases. 31 Can ask simple questions to find out about a subject.	28 Can write short, simple notes, emails and postings to friends. 34 Can write short descriptive texts (4–6 sentences) on familiar personal topics (e.g. family, possessions), given a model.	36 Can use 'should(n't)' to offer or ask for advice or suggestions. 27 Can use verbs in the imperative. 35 Can use 'please' in the correct position with imperative verb forms.	30–42 Can use language related to weather. 30–42 Can use language related to seasons.
Mediation			25 Can invite others' contributions to very simple tasks using short, simple phrases prepared in advance. Can indicate that he/she understands and ask whether others understand.			

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5 the past						
Lesson A	35 Can identify basic biographical information in short simple texts about other people. 35 Can read a simple text and extract factual details.		35 Can answer simple questions about their life and experiences. 33 Can talk about their life (e.g. family, home, job), using simple language. 35 Can ask and answer questions about what they do at work and in their free time.		30 Can make affirmative statements using common regular past simple forms. 29 Can use negative forms of the simple past. 30 Can ask yes/no questions using the past tense of verbs.	30–42 Can use language related to point or period of time.
Lesson B		36 Can follow a simple conversation or narrative about familiar, everyday activities. 32 Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly. 37 Can follow the sequence of events in a short, simple dialogue or narrative. 33 Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly. 35 Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly.	32 Can use brief, everyday expressions to ask for and give personal details. 35 Can answer simple questions about their life and experiences. 34 Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help. 34 Can take part in a very simple conversation on a familiar topic if the other speaker repeats questions and answers as necessary and speaks slowly and clearly.	31 Can give personal details in written form in a limited way. 35 Can identify basic biographical information in short simple texts about other people. 32 Can identify basic personal details about someone on website profiles, business cards etc. 32 Can link clauses and sentences with a range of basic connectors. <i>30 Can write a few simple sentences to introduce themselves and provide basic personal information, given prompts or a model.</i>	30 Can make affirmative statements using common irregular past simple forms. 31 Can ask wh- questions using the past tense of verbs. 29 Can use negative forms of the simple past. 30 Can ask yes/no questions using the past tense of verbs.	30–42 Can use language related to personal details. 30–42 Can use language related to everyday activities. 30–42 Can use language related to family members and relationships. 30–42 Can use language related to educational issues and problems. 30–42 Can use language related to job applications, hiring and firing.
Lesson C		30 Can understand excuses if expressed in simple language.	33 Can make excuses using basic fixed expressions. 31 Can make and accept a simple apology.			30–42 Can use language related to making an apology. 30–42 Can use language related to accepting an apology.
Lesson D		35 Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly. 30 Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear. 31 Can recognise phrases and content words related to familiar topics (e.g. shopping, local geography).	34 Can take part in a very simple conversation on a familiar topic if the other speaker repeats questions and answers as necessary and speaks slowly and clearly. 34 Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help.	33 Can write short, basic descriptions of everyday activities, given a model.	30–42 Can use language related to qualifiers and intensifiers. 31 Can place adjectives in the correct position (before nouns). 30 Can use an adjective as a subject complement after a linking verb.	
Mediation			33 Can make simple remarks and pose occasional questions to indicate that he/she is following.			

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6 out and about						
Lesson A		<p>33 Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly.</p> <p>31 Can identify key words and phrases in descriptions of someone's appearance and clothes.</p> <p>35 Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly.</p> <p>31 Can recognise phrases and content words related to familiar topics (e.g. shopping, local geography).</p>	<p>33 Can describe basic activities or events that are happening at the time of speaking.</p> <p>34 Can use simple language to describe people's appearance.</p> <p>33 Can describe the position of things in a picture using a range of fixed expressions.</p> <p>31 Can describe what someone is wearing using a limited range of expressions.</p>	<p>36 Can write short, simple descriptions of people's physical appearance using basic connectors, given prompts or a model.</p>	<p>30 Can use the present continuous to refer to events at the time of speaking.</p>	<p>30–42 Can use language related to describing clothes.</p> <p>30–42 Can use language related to appearance.</p>
Lesson B	<p>32 Can get the gist of short, simple narratives, with visual support.</p> <p>35 Can identify basic biographical information in short simple texts about other people.</p> <p>35 Can read a simple text and extract factual details.</p>		<p>35 Can describe a travel experience with a few very basic stock phrases.</p> <p>32 Can express agreement using simple fixed expressions.</p> <p>34 Can express general preferences using basic fixed expressions.</p>		<p>36 Can make comparisons with 'more' + longer adjectives.</p> <p>38 Can make comparisons with regular shorter adjectives + '-er'.</p>	<p>30–42 Can use language related to public transport.</p> <p>30–42 Can use language related to differences and similarities.</p>
Lesson C	<p>34 Can understand the general meaning of short, simple informational material and descriptions if there is visual support.</p>		<p>32 Can ask for simple directions from X to Y on foot or by public transport.</p> <p>34 Can give simple directions from X to Y on foot or by public transport.</p> <p>32 Can give simple directions using a map or plan.</p> <p>35 Can check that someone has understood information, using simple language.</p> <p>34 Can ask someone to repeat a specific point or idea.</p>	<p>32 Can write very short, basic directions.</p>	<p>30 Can use a range of prepositions of place.</p>	<p>30–42 Can use language related to directions, maps, and finding your way.</p>
Lesson D		<p>30 Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear.</p> <p>35 Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly.</p>	<p>38 Can talk about an event in the past using fixed expressions, given a model.</p>	<p>39 Can write short basic descriptions of past events and activities.</p>	<p>35 Can use a range of common prepositions of movement.</p> <p>35 Can use a range of common adverbs of movement and direction.</p>	
Mediation				<p>32 Can recognise when people disagree or when difficulties occur in interaction and adapt memorised, simple phrases to seek compromise and agreement.</p>		

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7 work						
Lesson A	<i>37 Can understand key information about a simple work routine.</i>		<p>33 Can describe skills and abilities using simple language.</p> <p>34 Can express general preferences using basic fixed expressions.</p> <p>35 Can ask and answer questions about what they do at work and in their free time.</p> <p>32 Can ask others if they can do everyday activities using simple language, given a model.</p> <p>32 Can give a simple description of their school or workplace.</p>		<p>32 Can use the definite article to refer to a specific person, thing, or situation.</p> <p>37 Can generalise about persons, things, or situations using plural nouns/noun phrases with no (zero) article.</p> <p>35 Can use the definite article to refer back to something already mentioned.</p>	<p>30–42 Can use language related to jobs.</p> <p>30–42 Can use language related to aptitude, ability, knowledge and skills.</p>
Lesson B		34 Can understand simple information about work activities.	<p>34 Can express general preferences using basic fixed expressions.</p> <p>33 Can describe skills and abilities using simple language.</p> <p>31 Can talk about everyday things (e.g. people, places, job, study) in a basic way.</p> <p>32 Can ask others if they can do everyday activities using simple language, given a model.</p> <p>33 Can describe their family, living conditions, education and present or most recent job.</p> <p>34 Can describe people's everyday lives using a short series of simple phrases and sentences.</p> <p>35 Can ask and answer questions about what they do at work and in their free time.</p>	<p>34 Can give an example of something in a very simple text using 'like' or 'for example'.</p> <p>31 Can write simple sentences about someone's work and duties.</p> <p>30 Can write simple sentences about what they and other people do.</p> <p>31 Can write simple sentences about what they or other people can or can't do.</p> <p>33 Can write simple sentences about personal skills.</p>	<p>29 Can tell when to use the present simple and when to use the present continuous.</p> <p>30 Can use the present continuous to refer to events at the time of speaking.</p> <p>38 Can use the present continuous to refer to temporary situations.</p>	30–42 Can use language related to the working day.
Lesson C		<p>35 Can extract key factual information such as prices, times and dates from a recorded phone message.</p> <p>33 Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly.</p> <p>36 Can understand specific information in a short, simple phone call.</p> <p>32 Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly.</p> <p>33 Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly.</p> <p>34 Can recognise some basic fixed expressions to describe products or services, given help with vocabulary.</p>	<p>30 Can make requests related to immediate needs using basic fixed expressions.</p> <p>30 Can ask for repetition and clarification when they don't understand, using basic fixed expressions.</p> <p>32 Can use brief, everyday expressions to ask for and give personal details.</p> <p>33 Can introduce themselves on the phone and close a simple call.</p> <p>34 Can answer simple questions on the phone using fixed expressions.</p> <p>34 Can ask someone to repeat a specific point or idea.</p>			30–42 Can use language related to telephoning and making calls.
Lesson D		<p>31 Can recognise phrases and content words related to familiar topics (e.g. shopping, local geography).</p> <p>30 Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear.</p> <p>35 Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly.</p>	<p>34 Can ask simple questions in a face-to-face survey.</p> <p>34 Can answer simple questions in a face-to-face survey.</p> <p>33 Can describe skills and abilities using simple language.</p> <p>34 Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help.</p>	<p>31 Can write simple sentences about what they or other people can or can't do.</p> <p>33 Can write simple sentences about personal skills.</p>	31 Can use 'want to' + infinitive to express intentions.	
Mediation				33 Can list the main points of short, clear, simple messages and announcements, provided they are clearly and slowly articulated.		

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8 travellers						
Lesson A	38 Can make basic inferences from simple information in a short text. 38 Can understand basic opinions expressed in simple language in short texts.		33 Can describe their home town or city using simple language. 34 Can express general preferences using basic fixed expressions. 38 Can give an extended description of everyday topics (e.g. people, places, experiences). 37 Can answer simple questions and respond to simple statements in an interview.		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 landscape features. 30–42 Can use language related to location and position.
Lesson B		32 Can understand key information about arrangements in simple dialogues spoken slowly and clearly. 32 Can identify basic factual information in short, simple dialogues or narratives on familiar everyday topics, if spoken slowly and clearly. 33 Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly. 33 Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly.	38 Can ask and answer questions about basic plans and intentions. 30 Can express basic intentions with simple time markers (e.g. 'tomorrow'). 34 Can express general preferences using basic fixed expressions. 34 Can respond to suggestions to do something using basic fixed expressions. 34 Can say what they like and dislike.	31 Can use very basic connectors like 'and', 'but', 'so' and 'then'. 32 Can link clauses and sentences with a range of basic connectors.	35 Can express personal plans and intentions for the future using 'going to'. 35 Can use a range of common time markers for the past, present and future. 32 Can use 'this' with time expressions referring to the present or future.	30–42 Can use language related to travel.
Lesson C		34 Can understand simple requests or instructions to carry out concrete work-related tasks.	35 Can refuse requests politely, using simple language. 36 Can make and accept offers. 30 Can make requests related to immediate needs using basic fixed expressions. 30 Can talk about hotel accommodation using simple language. 35 Can make simple requests to have or do something in relation to common everyday activities.			30–42 Can use language related to travel. 30–42 Can use language related to types of living accommodation. 30–42 Can use language related to complaints and resolving complaints. 30–42 Can use language related to making requests.
Lesson D		35 Can understand short, basic descriptions of familiar topics and situations, if delivered slowly and clearly. 30 Can identify simple information in a short video, provided that the visual supports this information and the delivery is slow and clear.	35 Can describe a travel experience with a few very basic stock phrases.	39 Can write short basic descriptions of past events and activities.	37 Can form basic adverbs by adding '-ly' to adjectives. 37 Can form and use irregular adverbs.	
Mediation			35 Can identify and briefly describe, in basic, formulaic language, the key themes and characters in short, simple narratives involving familiar situations that contain only high frequency everyday language.			