

THIRD EDITION

TOP NOTCH

FUNDAMENTALS

ENGLISH FOR TODAY'S WORLD

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**Alignment with the Global Scale of English
and the Common European Framework of Reference**

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ENGLISH FOR TODAY'S WORLD

TOP NOTCH is a comprehensive communicative English course that prepares adults and young adults to interact confidently with both native and non-native speakers of English. *Top Notch* makes English unforgettable through the rich input of language, intensive practice, and systematic recycling.

Revised and aligned to the **Global Scale of English**, this edition has striking new visuals, inspirational tools, and extra grammar activities and exercises.

COURSE COMPONENTS

- Student's Book
- Workbook
- Teacher's Edition and Lesson Planner
- ActiveTeach
- MyEnglishLab
- Classroom Audio Program
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- Top Notch GO (mobile app)

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The Global Scale of English and the Common European Framework of Reference

The **Global Scale of English** is a standardized, granular scale from 10 to 90 which measures English language proficiency. It is aligned with the **Common European Framework of Reference (CEFR)**. Unlike the CEFR, which describes proficiency in terms of broad levels, the Global Scale of English identifies what a learner can do at each point on a more granular scale—and within a CEFR level. The scale is designed to motivate learners by demonstrating incremental progress in their language ability. The Global Scale of English forms the backbone for Pearson English course material and assessment.

CEFR and the Global Scale of English both comprise a number of Can Do statements, or “learning objectives,” for each of the four language skills, describing what learners should be able to do at different levels of proficiency. The learning objectives are written to reflect what a student ‘Can Do’ with language without regard to the context in which a language skill may surface. The GSE Learning Objectives have been aligned to the CEFR, and many additional statements created, rated for difficulty, and calibrated to the scale.

This document provides an overview of the learning objectives that are covered in each unit of the course. As the learning objectives focus specifically on language skills, some learning objectives will be repeated multiple times, a reflection of the fact that skills are built through practice in multiple contexts.

In order for a learner to successfully learn and internalize a skill (with the goal of achieving mastery in the second or foreign language), it is important to encounter the skill in a variety of contexts. The content of the *Top Notch* course is designed to provide multiple touch points from which a learner can explore the possibilities of use of any given language skill. From conversations in the home to communication in a store, learners will have a variety of opportunities to improve their agility and fluency with the various skills.

For each learning objective we indicate whether a statement is from the original CEFR or newly created by Pearson English:

(C) Common European Framework descriptor, verbatim, © Council of Europe

(Ca) Common European Framework descriptor, adapted or edited, © Council of Europe

(N2000) North (2000) descriptor, verbatim

(N2000a) North (2000) descriptor, adapted or edited

(P) New Pearson English descriptor

(CJa) CEFR-J descriptor, adapted or edited

[Note: If a value is in parentheses, it indicates the learning objective is still undergoing research and validation, and therefore the value is a provisional estimate.]

Visit [English.com/gse](https://english.com/gse) to learn more about the **Global Scale of English**.

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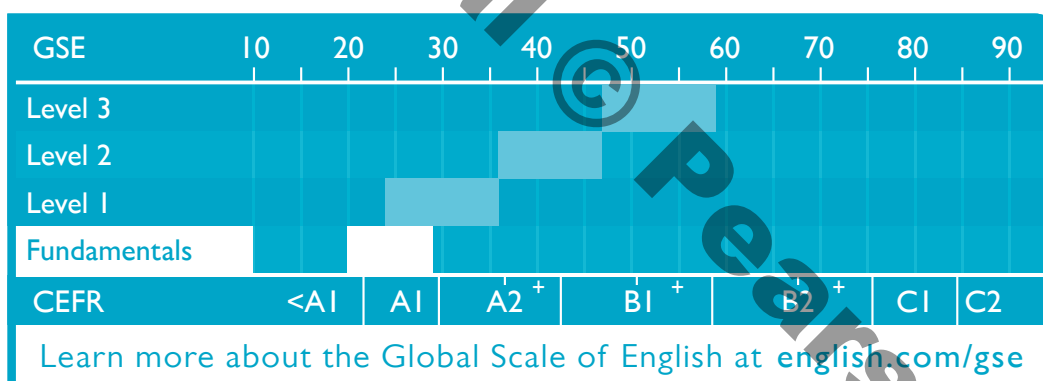
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ENGLISH FOR TODAY'S WORLD

Top Notch Third Edition is aligned with the Global Scale of English and the Common European Framework of Reference. It takes learners from CEF A1 to B1+ (20–59 on the Global Scale of English). Each lesson guides students to a 'Can Do' goal in line with the Global Scale of English and the Common European Framework 'Can Do' statements.



UNIT 1 NAMES AND OCCUPATIONS

Lesson 1

Tell a classmate your occupation

Grammar

Verb *be*: singular statements / Contractions

Articles *a / an*

Vocabulary

Occupations

Lesson 2

Identify your classmates

Grammar

Singular and plural nouns / *Be*: plural statements

Subject pronouns

Be: yes / no questions and short answers

Vocabulary

More occupations

Lesson 3

Spell names

Grammar

Proper nouns and common nouns

Vocabulary

The alphabet

Pronunciation

Syllables

SKILLS	LEARNING OBJECTIVES	CEFR	GSE	PAGE
Speaking	Can say what they do (e.g. name of their job, student). (P)	<A1	19	5
	Can make an introduction and use basic greeting and leave-taking expressions. (C)	A1	28	5
	Can introduce themselves by their first name using a basic phrase. (P)	(<A1)	(10-21)	7
	Can say what they do (e.g. name of their job, student). (P)	<A1	19	7
	Can say the letters of the alphabet. (P)	<A1	11	8
	Can introduce themselves by their first name using a basic phrase. (P)	(<A1)	(10-21)	9
	Can say what they do (e.g. name of their job, student). (P)	<A1	19	9
	Can ask for the spelling of a word, or for a word to be written down. (P)	A1	22	9
	Can make an introduction and use basic greeting and leave-taking expressions. (C)	A1	28	10
Listening	Can recognize the letters of the English alphabet when pronounced. (CJa)	(<A1)	(10-21)	8
	Can follow speech which is very slow and carefully articulated, with long pauses. (Ca)	A1	25	10
	Can recognize a few familiar everyday words, if delivered slowly and clearly. (CJa)	(<A1)	(10-21)	10
	Can extract names of people or places from short, simple dialogues, if delivered slowly and clearly. (P)	(A1)	(22-29)	10
Writing	Can complete simple forms with basic personal details. (Ca)	A1	23	10
	Can give personal details in written form in a limited way. (Ca)	A2	31	10
	Can write simple sentences about what they and other people do. (Ca)	A2	30	11

UNIT 2 ABOUT PEOPLE

Lesson 1

Introduce people

Grammar

Possessive nouns and adjectives

Be from / Questions with Where

Vocabulary

Relationships

Lesson 2

Tell someone your first and last name

Vocabulary

Titles and names

Lesson 3

Get someone's contact information

Grammar

Be: information questions with *What*

Vocabulary

Numbers 0-20

Pronunciation

Stress in two-word pairs

SKILLS	LEARNING OBJECTIVES	CEFR	GSE	PAGE
Speaking	Can make an introduction and use basic greeting and leave-taking expressions. (C)	A1	28	13
	Can exchange personal details (e.g. where they live, things they have). (Ca)	A1	28	14
	Can introduce themselves by their first name using a basic phrase. (P)	(<A1)	(10-21)	15
	Can exchange personal details (e.g. where they live, things they have). (Ca)	A1	28	15
	Can ask for and give a phone number. (P)	<A1	17	17
	Can ask and answer simple questions about people they know in a limited way. (Ca)	A1	28	18
	Can make an introduction and use basic greeting and leave-taking expressions. (C)	A1	28	19
Listening	Can recognize a few familiar everyday words, if delivered slowly and clearly. (CJa)	(<A1)	(10-21)	13
	Can recognize a few familiar everyday words, if delivered slowly and clearly. (CJa)	(<A1)	(10-21)	14
	Can extract names of people or places from short, simple dialogues, if delivered slowly and clearly. (P)	(A1)	(22-29)	16
	Can recognize phrases and content words related to basic personal and family information. (Ca)	A2	30	16
	Can understand basic questions about personal details if addressed slowly and clearly. (P)	<A1	21	16
Reading	Can get the gist of short, simple narratives, with visual support. (CJa)	(A1)	(22-29)	18
Writing	Can complete simple forms with basic personal details. (Ca)	A1	23	15
	Can write simple sentences about what they and other people do. (Ca)	A2	30	19
	Can complete simple forms with basic personal details. (Ca)	<A1	21	19
	Can write simple sentences about where they and other people live. (Ca)	A1	26	19

UNIT 3 PLACES AND HOW TO GET THERE

Lesson 1

Talk about locations

Grammar	Be: Questions with <i>Where</i> / Subject pronoun <i>it</i>
Vocabulary	Places in the neighborhood Locations
Pronunciation	Falling intonation for questions with <i>Where</i>

Lesson 2

Discuss how to get places

Grammar	The imperative
Vocabulary	Ways to get places

Lesson 3

Discuss transportation

Grammar	By to express means of transportation
Vocabulary	Destinations

SKILLS	LEARNING OBJECTIVES	CEFR	GSE	PAGE
Speaking	Can exchange personal details (e.g. where they live, things they have). (Ca)	A1	28	20
	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (Ca)	A1	25	21
	Can name very common modes of transport. (P)	<A1	17	22
	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (Ca)	A1	25	23
	Can name very common modes of transport. (P)	<A1	17	24
	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (Ca)	A1	25	25
	Can initiate and respond to simple statements on very familiar topics. (Ca)	A2	30	26
Listening	Can recognize a few familiar everyday words, if delivered slowly and clearly. (CJa)	(<A1)	(10-21)	20
	Can understand short, simple instructions addressed carefully and slowly. (Ca)	A1	23	23
	Can recognize a few familiar everyday words, if delivered slowly and clearly. (CJa)	(<A1)	(10-21)	24
	Can recognize a few familiar everyday words, if delivered slowly and clearly. (CJa)	(<A1)	(10-21)	25
Reading	Can get the gist of short, simple narratives, with visual support. (CJa)	(A1)	(22-29)	26
Writing	Can copy familiar words and short phrases about everyday objects and set phrases. (Ca)	<A1	18	27
	Can copy short sentences on everyday subjects (e.g. directions on how to get somewhere). (C)	A1	24	27

UNIT 4 FAMILY

Lesson 1

Identify people in your family

Grammar

Be: questions with *Who*

Vocabulary

Family relationships

Lesson 2

Describe your relatives

Grammar

Be: with adjectives / Adverbs *very* and *so*

Vocabulary

Adjectives to describe people

Lesson 3

Talk about your family

Grammar

Verb *have / has*: affirmative statements

Be: questions with *How old*

Vocabulary

Numbers 21-100

Pronunciation

Number contrasts

SKILLS	LEARNING OBJECTIVES	CEFR	GSE	PAGE
Speaking	Can ask and answer basic questions about family and friends in a limited way. (P)	A1	22	31
	Can ask and answer basic questions about family and friends in a limited way. (P)	A1	22	33
	Can ask and answer basic questions about family and friends in a limited way. (P)	A1	22	34
Listening	Can recognize phrases and content words related to basic personal and family information. (Ca)	A2	30	28
	Can extract basic personal information from short, simple dialogues, if delivered slowly and clearly. (P)	(A1)	(22-29)	30
Reading	Can understand short, simple narratives and biographies. (CJa)	(A2)	(30-35)	34
Writing	Can write simple sentences about their family and where they live. (Ca)	A1	27	35

UNIT 5 EVENTS AND TIMES

Lesson 1 Confirm that you're on time

Vocabulary What time is it?
Early, on time, and late

Pronunciation Sentence rhythm

Lesson 2 Talk about the time of an event

Grammar Be: questions about time / Prepositions at and on
Contractions

Vocabulary Events
Days of the week

Lesson 3 Ask about birthdays

Grammar Prepositions in, on, and at for dates and times: summary

Vocabulary Ordinal numbers
Months of the year

SKILLS	LEARNING OBJECTIVES	CEFR	GSE	PAGE
Speaking	Can tell the time of day to the quarter hour. (P)	A1	24	36
	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (CJa)	A1	25	37
	Can tell the time of day to the quarter hour. (P)	A1	24	37
	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (Ca)	A1	25	39
	Can ask for and give the day and date. (N2000A)	<A1	19	41
	Can ask for and give a date of birth. (P)	<A1	20	41
	Can ask and answer basic questions about family and friends in a limited way. (P)	A1	22	42
Listening	Can understand the time of day when expressed to the quarter hour. (P)	A1	23	38
	Can understand the time of day when expressed to the quarter hour. (P)	A1	23	39
	Can recognize a few familiar everyday words, if delivered slowly and clearly. (CJa)	(<A1)	(10-21)	40
Reading	Can understand the general meaning of short, simple informational material and descriptions if there is visual support. (Ca)	A2	34	42
Writing	Can write dates using both digits and words. (P)	A1	28	43
	Can write descriptions of everyday personal experiences. (CJa)	(A2)	(30-35)	43

UNIT 6 CLOTHES

Lesson 1

Give and accept a compliment

Grammar

Demonstratives *this, that, these, and those*

The simple present tense: affirmative statements with *like, want, need, and have*

Vocabulary

Clothes

Pronunciation

Plural nouns

Lesson 2

Ask for colors and sizes

Grammar

The simple present tense: negative statements and *yes / no* questions with *like, want, need, and have*

Vocabulary

Colors and sizes

Lesson 3

Describe clothes

Grammar

Adjective placement

The simple present tense: questions with *What, What color, What size, Why, and Which / One and ones*

Vocabulary

Opposite adjectives to describe clothes

SKILLS	LEARNING OBJECTIVES	CEFR	GSE	PAGE
Speaking	Can give compliments, using simple fixed expressions. (CJa)	(A1)	(22-29)	45
	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (Ca)	A1	25	47
	Can use brief, everyday expressions to describe wants and needs, and request information. (Ca)	A1	28	47
	Can make requests related to immediate need using basic fixed expressions. (CJa)	(A1)	(22-29)	47
	Can give simple opinions using basic fixed expressions. (P)	(A1)	(22-29)	49
	Can use brief, everyday expressions to describe wants and needs, and request information. (Ca)	A1	28	51
Listening	Can recognize phrases and content words related to familiar topics (e.g. shopping, local geography). (C)	A2	31	47
Reading	Can understand the general meaning of short, simple informational material and descriptions if there is visual support. (Ca)	A2	34	50
Writing	Can write simple sentences about things that they and other people have. (P)	A1	27	51
	Can write short texts about their likes and dislikes using basic fixed expressions. (P)	(A2)	(30-35)	51

UNIT 7 ACTIVITIES

Lesson 1

Talk about morning and evening activities

Grammar

The simple present tense: spelling rules with *he, she, and it*

The simple present tense: questions with *When* and *What time*

Vocabulary

Daily activities at home

Lesson 2

Describe what you do in your free time

Grammar

The simple present tense: frequency adverbs

Vocabulary

Leisure activities

Lesson 3

Discuss household chores

Grammar

The simple present tense: questions with *How often* / Other time expressions

The simple present tense: questions with *Who* as subject

Vocabulary

Household chores

Pronunciation

Third-person singular verb endings

SKILLS	LEARNING OBJECTIVES	CEFR	GSE	PAGE
Speaking	Can describe people's everyday lives using a short series of simple phrases and sentences. (Ca)	A2	34	53
	Can initiate and respond to simple statements on very familiar topics. (Ca)	A2	30	53
	Can ask and answer questions about what they do at work and in their free time. (C)	A2	35	54
	Can ask and answer questions about what they do at work and in their free time. (C)	A2	35	55
	Can initiate and respond to simple statements on very familiar topics. (Ca)	A2	30	57
Listening	Can recognize phrases and content words related to familiar topics (e.g. shopping, local geography). (C)	A2	31	57
Reading	Can get the gist of short, simple narratives, with visual support. (CJa)	(A1)	(22-29)	58
Writing	Can write simple sentences about what they and other people do. (Ca)	A2	30	59
	Can write descriptions of everyday personal experiences. (CJa)	(A2)	(30-35)	59

UNIT 8 HOME AND NEIGHBORHOOD

Lesson 1

Describe your neighborhood

Grammar

The simple present tense: questions with *Where* / Prepositions of place

Vocabulary

Buildings

Places in the neighborhood

Pronunciation

Linking sounds

Lesson 2

Ask about someone's home

Grammar

There is and *There are* / Questions with *How many*

Vocabulary

Rooms

Lesson 3

Talk about furniture and appliances

Vocabulary

Furniture and appliances

SKILLS	LEARNING OBJECTIVES	CEFR	GSE	PAGE
Speaking	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (Ca)	A1	25	65
	Can talk about furniture and rooms using simple language. (P)	A2	31	66
	Can ask for and give very basic information about the home. (P)	A1	25	67
	Can describe where they live. (Ca)	A1	26	67
	Can give simple opinions using basic fixed expressions. (CJa)	(A1)	(22-29)	69
	Can talk about furniture and rooms using simple language. (P)	A2	31	69
	Can ask for and give very basic information about the home. (P)	A1	25	71
Listening	Can recognize phrases and content words related to familiar topics (e.g.) shopping, local geography). (C)	A2	31	67
	Can understand basic questions about objects in pictures or in their immediate surroundings. (P)	(A1)	(22-29)	68
Reading	Can get the gist of short, simple narratives, with visual support. (CJa)	(A1)	(22-29)	70
Writing	Can write simple sentences about their family and where they live. (Ca)	A1	27	71
	Can write a simple description of a room, house or apartment. (P)	A2	31	71

UNIT 9 ACTIVITIES AND PLANS

Lesson 1

Describe today's weather

Grammar

The present continuous: statements

The present continuous: yes / no questions

Vocabulary

Weather expressions

Lesson 2

Discuss plans

Grammar

The present continuous with present and future time expressions

Vocabulary

Present and future time expressions

Lesson 3

Ask about people's activities

Grammar

The present continuous: information questions

The present participle: spelling rules

Pronunciation

Intonation of questions

SKILLS	LEARNING OBJECTIVES	CEFR	GSE	PAGE
Speaking	Can understand basic phrases about today's weather, delivered slowly and clearly. (P)	A1	26	73
	Can use basic words to describe common weather conditions. (P)	A1	28	73
	Can express basic intentions with simple time markers (e.g. tomorrow). (P)	A2	30	75
	Can make basic offers using fixed expressions. (CJa)	(A1)	(22-29)	75
	Can accept offers using fixed expressions. (CJa)	(A1)	(22-29)	75
	Can describe basic activities or events that are happening at the time of speaking. (P)	A2	33	77
	Can say goodbye using basic fixed expressions. (P)	(<A1)	(10-21)	77
Listening	Can recognize phrases and content words related to familiar topics (e.g. shopping, local geography). (C)	A2	31	72
	Can recognize phrases and content words related to familiar topics (e.g. shopping, local geography). (C)	A2	31	77
Reading	Can understand the general meaning of short, simple informational material and descriptions if there is visual support. (Ca)	A2	34	78
Writing	Can write descriptions of everyday personal experiences. (CJa)	(A2)	(30-35)	79

UNIT 10 FOOD

Lesson 1 Describe ingredients for a recipe

Grammar *How many / Are there any*
 Vocabulary Foods: count nouns
 Places to keep food in a kitchen

Lesson 2 Offer and ask for foods

Grammar Count nouns and non-count nouns
How much / Is there any
 Vocabulary Drinks and foods: non-count nouns
 Containers and quantities

Lesson 3 Invite someone to join you at the table

Grammar The simple present tense and the present continuous
 Pronunciation Vowel sounds

SKILLS	LEARNING OBJECTIVES	CEFR	GSE	PAGE
Speaking	Can ask and answer simple questions about things they have in a limited way. (Ca)	A1	21	81
	Can ask for a drink or food in a limited way. (P)	A1	24	83
	Can make basic offers using fixed expressions. (CJa)	(A1)	(22-29)	83
	Can accept offers using fixed expressions. (CJa)	(A1)	(22-29)	83
	Can describe basic activities or events that are happening at the time of speaking. (P)	A2	33	84
	Can make basic offers using fixed expressions. (CJa)	(A1)	(22-29)	85
	Can accept offers using fixed expressions. (CJa)	(A1)	(22-29)	85
	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (Ca)	A1	25	87
Listening	Can recognize phrases and content words related to familiar topics (e.g. shopping, local geography). (C)	A2	31	80
	Can follow instructions for everyday tasks, if delivered slowly and carefully, with visual support. (CJa)	(A1)	(22-29)	86
Reading	Can understand the general meaning of short, simple informational material and descriptions if there is visual support. (Ca)	A2	34	86
Writing	Can write simple sentences about what they and other people do. (Ca)	A2	30	87
	Can write descriptions of everyday personal experiences. (CJa)	(A2)	(30-35)	87

UNIT 11 PAST EVENTS

Lesson 1

Tell someone about an event

Grammar

The past tense of *be*: statements and questions; *there was / there were*

Contractions

Vocabulary

Describing times before today

Lesson 2

Describe your past activities

Grammar

The simple past tense: statements

Irregular and regular verbs

The simple past tense: questions

Pronunciation

The regular simple past tense ending

Lesson 3

Talk about your weekend

Vocabulary

Outdoor activities

SKILLS	LEARNING OBJECTIVES	CEFR	GSE	PAGE
Speaking	Can ask for and give the day and date. (N2000A)	<A1	19	88
	Can make simple references to the past using <i>was/were</i> . (P)	A2	33	89
	Can ask for and give the day and date. (N2000A)	<A1	19	89
	Can describe people's everyday lives using a short series of simple phrases and sentences. (Ca)	A2	34	91
	Can initiate and respond to simple statements on very familiar topics. (Ca)	A2	30	93
Listening	Can understand cardinal numbers from 101 to 1000. (P)	A1	25	88
	Can recognize phrases and content words related to familiar topics (e.g. shopping, local geography). (C)	A2	31	89
	Can recognize phrases and content words related to familiar topics (e.g. shopping, local geography). (C)	A2	31	92
Reading	Can understand short, simple messages on postcards, emails and social networks. (Ca)	A2	31	94
	Can get the gist of short, simple narratives, with visual support. (CJa)	(A1)	(22-29)	94
Writing	Can write descriptions of everyday personal experiences. (CJa)	(A2)	(30-35)	95

UNIT 12 APPEARANCE AND HEALTH

Lesson 1

Describe appearance

Grammar

Describing people with *be* and *have*

Vocabulary

Adjectives to describe hair

The face

Lesson 2

Show concern about an injury

Vocabulary

Parts of the body

Accidents and injuries

Pronunciation

More vowel sounds

Lesson 3

Suggest a remedy

Grammar

Should + base form for suggestions

Vocabulary

Ailments

Remedies

SKILLS	LEARNING OBJECTIVES	CEFR	GSE	PAGE
Speaking	Can initiate and respond to simple statements on very familiar topics. (Ca)	A2	30	97
	Can use simple language to describe people's appearance. (N2000A)	A2	34	97
	Can greet people, ask how they are and react to news. (Ca)	A1	24	99
	Can respond to an offer or suggestion, expressing enthusiasm. (P)	(A2)	(30-35)	101
	Can use simple language to describe people's appearance. (N2000A)	A2	34	102
Listening	Can extract basic personal information from short, simple dialogues, if delivered slowly and clearly. (P)	(A1)	(22-29)	96
	Can extract basic personal information from short, simple dialogues, if delivered slowly and clearly. (P)	(A1)	(22-29)	99
	Can recognize phrases and content words related to familiar topics (e.g. shopping, local geography). (C)	A2	31	101
Reading	Can understand short, simple narratives and biographies. (CJa)	(A2)	(30-35)	102
Writing	Can write simple sentences about things that they and other people have. (P)	A1	27	103

UNIT 13 ABILITIES AND REQUESTS

Lesson 1

Discuss your abilities

Grammar

Can and can't for ability

Vocabulary

Abilities

Lesson 2

Politely decline an invitation

Grammar

Too + adjective

Vocabulary

Reasons for not doing something

Lesson 3

Ask for and agree to do a favor

Grammar

Polite requests with *Could you* + base form

Vocabulary

Favors

Pronunciation

Blending of sounds: *Could you* . . .

SKILLS	LEARNING OBJECTIVES	CEFR	GSE	PAGE
Speaking	Can express ability or lack of ability with regard to basic activities using <i>can</i> or <i>can't</i> . (P)	A1	27	105
	Can ask and answer simple questions in areas of immediate need or on very familiar topics. (Ca)	A1	25	107
	Can make basic invitations using fixed expressions. (P)	(A1)	(22-29)	107
	Can decline offers using basic fixed expressions. (CJa)	(A1)	(22-29)	107
	Can make basic requests related to immediate needs using basic fixed expressions. (CJa)	(A1)	(22-29)	109
Listening	Can recognize phrases and content words related to familiar topics (e.g. shopping, local geography). (C)	A2	31	109
Reading	Can understand the general meaning of short, simple informational material and descriptions if there is visual support. (Ca)	A2	34	110
Writing	Can write simple sentences about someone's life and routines. (P)	A1	28	111

UNIT 14 LIFE EVENTS AND PLANS

Lesson 1 Get to know someone's life story

Vocabulary	Some life events Academic subjects
Pronunciation	Diphthongs

Lesson 2 Discuss plans

Grammar	Be going to + base form Contractions
Vocabulary	More leisure activities

Lesson 3 Share your dreams for the future

Vocabulary	Some dreams for the future
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SKILLS	LEARNING OBJECTIVES	CEFR	GSE	PAGE
Speaking	Can ask and answer basic questions about family and friends in a limited way. (P)	A1	22	112
	Can exchange personal details (e.g. where they live, things they have). (Ca)	A1	28	113
	Can ask someone about their hobbies and activities using simple language. (CJa)	(A1)	(22-29)	115
	Can use brief, everyday expressions to describe wants and needs, and request information. (Ca)	A1	28	117
	Can express hopes for the future using a range of fixed expressions. (P)	(A2)	(30-35)	117
	Can describe people's everyday lives using a short series of simple phrases and sentences. (Ca)	A2	34	118
Listening	Can extract basic personal information from short, simple dialogues, if delivered slowly and clearly. (P)	(A1)	(22-29)	112
	Can understand basic questions about free time activities. (P)	A1	27	114
	Can recognize phrases and content words related to familiar topics (e.g. shopping, local geography). (C)	A2	31	116
Reading	Can understand short, simple narratives and biographies. (CJa)	(A2)	(30-35)	118
Writing	Can write simple sentences about someone's life and routines. (P)	A1	28	119
	Can write descriptions of everyday personal experiences. (CJa)	(A2)	(30-35)	119