

Утверждаю
Зам. директора по общим вопросам
Гончарова Е.В.



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**АВТОНОМНАЯ НЕКОММЕРЧЕСКАЯ ОРГАНИЗАЦИЯ ДОПОЛНИТЕЛЬНОГО
ОБРАЗОВАНИЯ ЛИНГВИСТИЧЕСКИЙ ЦЕНТР
«ОКСФОРД»
Образовательные программы.**

Дополнительное образование взрослых.

УМК «Outcomes Intermediate (B1 – B2)»
144 академических часа

Новосибирск, 2022

Учебно-тематическое планирование
УМК «Outcomes Intermediate».
144 ак.ч. (режим: 2 раза в неделю по 2 академических часа)

	ac. hours	Grammar	Vocabulary	Abilities/students learn how to
Entry lesson + entry test (2 ac. hours)				
Module 1	10	Auxiliary verbs Narrative sentences	Talking about people Talking about languages	Say more about yourself and other people Ask and answer common questions Ask follow-up questions and maintain conversations Describe how well you use different languages Pay more attention to the language in texts Tell better stories
Module 1 Test (online)				
Module 2	10	Linking verbs Present Simple and Present Continuous	Feelings Understanding vocabulary: <i>-ed/-ing</i> adjectives	Talk about how you feel - and why Respond to good and bad news Talk about our life now Explain why you can't – or don't want to – do things
Module 2 Test (online)				
Module 3	10	Future plans Present Perfect Simple	Places of interest Weather Understanding vocabulary: useful chunks in texts	Describe places and explain where they are Give and respond to suggestions Discuss future plans Talk about the weather Recognize and reuse useful chunks of language Ask and talk about holiday experiences
Module 3 Test (online)				

Module 4	10	Habit and frequency Present Perfect Continuous and Past Simple for duration	Free-time activities Injures and problems Describing music	Talk about free-time activities Describe how often you do (or did) things Explain how good you are at things Talk about injuries and sports problems Ask about tastes
Module 4 Test (online)				
Module 5	10	<i>Must</i> and <i>can't</i> for commenting Talking about rules	Jobs Describing jobs Work rules and laws Understanding vocabulary: <i>be used to</i> and <i>get used to</i>	Comment on people's experiences Talk about jobs and what they involve Discuss rules and freedoms at work Talk about getting used to changes Say longer chunks better
Module 5 Test (online)				
Module 6	10	Comparisons Noun phrases	Smartphones Clothes and accessories Describing souvenirs and presents	Talk about phones and phone companies Compare products Describe what people are wearing Discuss shopping habits Describe souvenirs and presents Negotiate a good price
Revision and Mid-Year Test (online)				
Module 7	10	Future time clauses Zero and First conditionals	Describing courses Education Understanding vocabulary: forming words	Describe courses, schools, teachers and students Show you believe or sympathize with what people tell you Talk about different education systems Talk about possible future plans or situations Discuss different aspects of education Form and say different words from the same root
Module 7 Test (online)				
Module 8	10	Generalizations and <i>tend to</i> Second Conditionals	Describing food Restaurants	Describe different dishes and ways of cooking food Explain what is on the menu Discuss experiences of foreign food

				Make generalizations Describe restaurants
Module 8 Test (online)				
Module 9	10	Present Perfect Simple and Present Perfect Continuous Comparing now and the past	Describing homes Social issues Describing areas	Describe flats, houses and areas Explain how big places are Discuss social and economic changes Compare the past and now Ask about house rules
Module 9 Test (online)				
Module 10	10	Quantifiers The future in the past	Exhibitions, films and theatre Idioms Understanding vocabulary: describing events	Talk about exhibitions, films and theatre Explain exactly where places are Discuss night out Use idioms connected to different parts of the body Describe different kinds of events Talk about plans that failed to happen and explain why
Module 10 Test (online)				
Module 11	10	Past ability/obligation Passives	Movements and sound Challenges and achievements	Tell and participate in telling stories Describe animals Show emotions through intonation Talk about challenges and achievements Discuss natural resources and the economy
Module 11 Test (online)				

Module 12	10	<i>Used to, would</i> and Past Simple Expressing regret using <i>wish</i>	Describing character Relationships	Describe character Talk about your friends and family Explain how people you know are similar Talk about memories Express regrets Talk about relationships
Module 12 Test (online)				
Module 13	10	Third conditionals <i>Should have</i>	Ways of travelling and travel problems Phrasal verbs Understanding vocabulary: extreme adjectives	Talk about journeys Explain travel problems Discuss immigration Reflect on past events Use extreme adjectives to make descriptions more interesting Talk about problems and whose fault they are
Module 13 Test (online)				
Module 14	8	Articles Infinitive and <i>-ing</i> forms	Computers Describing games Apps and gadgets	Talk about computers Explain and sort out problems Describe games Discuss issues around computer gaming Talk about apps and gadgets
Revision (2 ac. hours)				
Final Test (2 ac. hours)				

Unit 1. People and places. Academic hours: 9

Lesson	Ac. hours	Grammar	Vocabulary	Listening	Speaking and Pronunciation
1-2. Where are you from? (pages 6-9)	3	<i>Be</i>	Countries	Language school interview	<i>Which part?</i> Saying where you're from
Lesson Aims	To check students' understanding of how to use be in the present tense	To introduce the theme of the lesson and a set of key, useful vocabulary using photos To introduce and practice ways of saying countries and parts of the world	To help train students to hear specific words or specific pieces of information	To encourage students to get to know each other and learn each other's names To introduce and practice asking and answering questions about where a person is from To practice language from the lesson in a free, communicative, personalized speaking activity	
CEF mapping Framework (exercises)	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire. (A1) (10,11,13)	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations. (A1) (2,4,5) Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations. (A1) (5,6) Can produce simple mainly isolated phrases about people and places. (A1) (7)	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (2,3) Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (12)	Has a very basic range of simple expressions about personal details and needs of a concrete type. (A1) (1) Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group. (A1) (3) Can ask and answer questions about themselves and other people, where they live, people they know, things they have. (A1) (1) Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group. (A1) (4) Can write simple isolated phrases and sentences. (A1) (8)	

					<p>Can ask and answer questions about themselves and other people, where they live, people they know, things they have. (A1) (9)</p> <p>Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group. (A1) (12)</p> <p>Can ask and answer questions about themselves and other people, where they live, people they know, things they have. (A1) (13)</p> <p>Can ask and answer questions about themselves and other people, where they live, people they know, things they have. (A1) (14)</p>
	Communicative Outcomes	<p>Students will practice asking and saying where they are from; The lesson introduces countries and the verb <i>be</i></p>			

Lesson	Ac. hours	Grammar	Vocabulary	Listening	Reading and Writing	Speaking and Pronunciation
3. What do you do?	3	Present Simple	Jobs and workplaces	<i>What do you do?</i>		
(pages 10-11)	Lesson Aims	To introduce and practice the Present Simple	To introduce and practice words for jobs and workplaces	To practice listening for specific words	To practice reading for comprehension and forming questions	To practice the weak pronunciation of <i>do you</i> To practice language from the lesson in a free, communicative, personalized speaking activity
CEF mapping Framework (exercises)	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire. (A1) (9,10,12)	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations. (A1) (1,3)	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (5)	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required. (A1) (7) Can write simple isolated phrases and sentences. (A1) (11) Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required. (A1) (13)	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. (A1) (2,4) Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group. (A1) (6) Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. (A1) (8) Can produce simple mainly isolated phrases about people and places. (A1) (11) Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group. (A1) (14,15)	

						<p>Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. (A1) (15)</p> <p>Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. (A1) (16)</p>
	Communicative Outcomes	<p>Students talk about jobs and workplaces; The lesson introduces the Present Simple affirmative and question forms</p>				

Lesson	Ac. hours	Grammar	Vocabulary	Listening	Reading and Writing	Speaking and Pronunciation
4-5. A nice place to live (pages 12-13)	3	<i>There is/there are</i>	Describing places			
	Lesson Aims	To introduce and practice <i>there is/there are</i>	To introduce and practice words to describe places	To listen and write down words in continuous speech	To give students practice in reading for general understanding and for specific information	To practice the weak pronunciation of <i>there is</i> and <i>there are</i> To practice the sounds /l/, /r/, /w/ and /j/
	CEF mapping Framework (exercises)	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire. (A1) (8,9,11)	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations. (A1) (1,2,3)	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (13)	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. (A1) (6,7) Can write simple isolated phrases and sentences. (A1) (13)	Can produce simple mainly isolated phrases about people and places. (A1) (4) Can produce simple mainly isolated phrases about people and places. (A1) (5) Can produce simple mainly isolated phrases about people and places. (A1) (11) Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group. (A1) (10) Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group. (A1) (12)
	Communicative Outcomes	Students describe places				

Unit 2. Free time. Academic hours: 9

Lesson	Ac. hours	Grammar	Vocabulary	Listening	Reading and Writing	Speaking and Pronunciation
1+2. Do you want to come? (pages 14-17)	3	Verb patterns	Free-time activities	<i>Do you like?</i>		Arrangements
	Lesson Aims	To introduce and practice verbs followed by <i>-to</i> + infinitive or the <i>-ing</i> form	To introduce the theme of the lesson and practice a set of key, useful vocabulary using photos	To help train students to hear specific pieces of information		To recycle adjectives from Unit 1 and practice speaking about activities To practice asking and answering questions about likes and dislikes To practice the weak pronunciation of <i>to</i> To introduce and practice ways of making arrangements using the Present Simple To practice language from the lesson in a free, communicative, personalized speaking activity
	CEF mapping Framework (exercises)	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire. (A1) (7,8,10)	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations. (A1) (1,3,4)	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (4) Can understand and extract the essential information from short recorded passages dealing with predictable everyday	Can copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly. (1) Can write simple isolated phrases and sentences. (A1) (8,10) Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required. (A1) (12)	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group. (A1) (2) Can describe him/herself, what he/she does and where he/she lives. (A1) (2) Can produce simple mainly isolated phrases about people and places. (A1) (3) Pronunciation of a very limited repertoire of learnt words and phrases can

				<p>matters that are delivered slowly and clearly. (A2) (12)</p>		<p>be understood with some effort by native speakers used to dealing with speakers of his/her language group. (A1) (5)</p> <p>Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. (A1) (6)</p> <p>Can describe him/herself, what he/she does and where he/she lives. (A1) (11)</p> <p>Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group. (A1) (9)</p> <p>Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. (A1) (14)</p> <p>Can discuss what to do, where to go and make arrangements to meet. (A2) (15,16)</p>
	Communicative Outcomes	Students will practice talking about activities they like and dislike, and making arrangements				

Lesson	Ac. hours	Grammar	Vocabulary	Listening	Reading and Writing	Speaking and Pronunciation
3. I usually finish at five	3	Adverbs of frequency	Daily life			
(pages 18-19)	Lesson Aims	Adverbs of frequency	To introduce and practice activities in daily life		To give students practice in reading for general understanding and for specific information	To practice language from the lesson in a free, communicative, personalized speaking activity
	CEF mapping Framework (exercises)	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire. (A1) (4,5) Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire. (A1) (10)	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations. (A1) (1,3)		Can write simple isolated phrases and sentences. (A1) (5,7) Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. (A1) (8,9)	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. (A1) (2) Can describe him/herself, what he/she does and where he/she lives. (A1) (6) Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. (A1) Can indicate time by such phrases as next week, last Friday, in November, three o'clock. (A1) (11)
	Communicative Outcomes	Students ask about everyday activities and how often they do them				

Lesson	Ac. hours	Grammar	Vocabulary	Listening	Reading and Writing	Speaking and Pronunciation
4+5. A lot of homework (pages 20 - 21)	3	Countable and uncountable nouns	In an English class	In an English class		
	Lesson Aims	To introduce and practice countable and uncountable nouns	To introduce and practice phrases used in an English class	To give students practice in listening for gist and for specific information		To practice describing English language-learning experiences To practice sounds /k/, /g/, /s/ and /z/; To listen and write down words in continuous speech
	CEF mapping Framework (exercises)	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire. (A1) (9)	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations. (A1) (2,3,4)	Can generally identify the topic of discussion that is conducted slowly and clearly. (A2) (5) Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (5,6,7) Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (15)	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required. (A1) (10) Can write simple isolated phrases and sentences. (A1) (12) Can write simple isolated phrases and sentences. (A1) (15)	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. (A1) (1) Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. (A1) (4) Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. (A1) (8) Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. (A1) (11) Can describe him/herself, what he/she does and where he/she lives. (A1) (13) Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group. (A1) (14)
	Communicative Outcomes	Students learn some classroom language and practice classroom conversations				

Unit 3. Home. Academic hours: 9

Lesson	Ac. hours	Grammar	Vocabulary	Listening	Reading and Writing	Speaking and Pronunciation
1+2. Is there one near here?	3	Prepositions of place	Local facilities	Asking about shops and other places		
(pages 24-27)	Lesson Aims	To introduce and practice prepositions of place	To introduce the theme of the lesson and practice a set of key, useful vocabulary using photos To introduce and practice words to describe local facilities	To help train students to listen for gist and for specific information		To encourage students to revise places and adjectives from unit 1 To introduce and practice ways of asking for information To practice language from the lesson in a free, communicative, personalized speaking activity
	CEF mapping Framework (exercises)		Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations. (A1) (1,3,4) Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations. (A1) (2) Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations. (A1) (4)	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (7,8)	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. (A1) (5)	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group. (A1) (2) Can describe him/herself, what he/she does and where he/she lives. (A1) (1) Can describe him/herself, what he/she does and where he/she lives. (A1) (3) Can ask for and give directions referring to a map or plan. (A2) (6) Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. (A1) (9,10) Can ask and answer simple questions, initiate and respond to simple

						<p>statements in areas of immediate need or on very familiar topics. (A1)</p> <p>Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. (A1)</p> <p>Can ask for and give directions referring to a map or plan. (A2) (11)</p>
	Communicative Outcomes	Students will practice talking about local facilities in their towns, and saying where they are				

Lesson	Ac. hours	Grammar	Vocabulary	Reading and Writing	Speaking and Pronunciation
3+4. Family home (pages 28 - 29)	3	Pronouns, possessive adjectives and 's	In the house		Asking for information
	Lesson Aims	To introduce and practice the use of subject and object pronouns, possessive adjectives and the possessive 's	To introduce and practice rooms and furniture	To help train students to read for general understanding and for specific information	To practice language from the lesson in a free, communicative, personalized speaking activity
	CEF mapping Framework (exercises)	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire. (A1) (10,11)	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations. (A1) (1,3,5) Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations. (A1)	Can copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly. (A1) (1, 3, 5) Can write simple isolated phrases and sentences. (A1) (4) Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. (A1) (6,7)	Can describe him/herself, what he/she does and where he/she lives. (A1) (2,3) Can produce simple mainly isolated phrases about people and places. (A1) (9) Can produce simple mainly isolated phrases about people and places. (A1) (12) Can ask and answer questions about themselves and other people, where they live, people they know, things they have. (A1) (13,14) Can produce simple mainly isolated phrases about people and places. (A1) (14)
	Communicative Outcomes	Students talk about rooms and furniture and what families do at home			

Lesson	Ac. hours	Grammar	Vocabulary	Listening	Reading and Writing	Speaking and Pronunciation
4+5. Can you help me? (pages 30-31)	3	<i>Can/can't</i>	Collocations	Problems at home		
	Lesson Aims	To introduce and practice <i>can't</i> to say something is impossible, and <i>can</i> to ask someone to do something or to ask for permission	To introduce and practice the most important kinds of collocations To listen and write down words in continuous speech	To give students practice in listening for gist and for specific words		To practice language from the lesson in a free, communicative, personalized speaking activity To practice the sounds /f/, /v/, /p/ and /b/
	CEF mapping Framework (exercises)	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire. (A1) (9)	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations. (A1) (5,6)	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (3,4) Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. (A1) (8) Can understand and extract the essential information	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. (A1) Can write simple isolated phrases and sentences. (A1) (11) Can write simple isolated phrases and sentences. (A1) (16)	Can produce simple mainly isolated phrases about people and places. (A1) (2) Can ask people for things, and give people things. (A1) (2) Can produce simple mainly isolated phrases about people and places. (A1) (7) Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group. (A1) (10) Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in

				<p>from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (16)</p>		<p>areas of immediate need or on very familiar topics. (A1) (12)</p> <p>Can write simple isolated phrases and sentences. (A1) (13)</p> <p>Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. (A1) (14)</p> <p>Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group. (A1) (15)</p>
	Communicative Outcomes	Students practice talking about problems and solutions, and asking people to do things, using can/can't				

Unit 4. Holidays. Academic hours: 9

Lesson	Ac. hours	Grammar	Vocabulary	Listening	Reading and Writing	Speaking and Pronunciation
1+2. I had a great weekend (pages 32 - 35)	3	Past Simple	Holiday and week-end activities	Talking about the weekend		<i>That sounds...</i>
	Lesson Aims	To introduce and practice the Past Simple	To introduce the theme of the lesson and practice a set of key, useful vocabulary using photos	To help train students to listen for gist and for specific phrases		To introduce and practice ways of using the expression <i>that sounds ...</i> to comment on what people say To help train students to hear the /t/, /d/ or /id/ pronunciation of -ed in regular past forms To practice language from the lesson in a free, communicative, personalized speaking activity
	CEF mapping Framework (exercises)	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (5,6,7)	Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (1,3) Can control a narrow repertoire dealing with concrete everyday needs. (A2) (9,10)	Can generally identify the topic of discussion around him/her that is conducted slowly and clearly. (A2) (2) Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (3)	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. (A2) (1) Can write very short, basic descriptions of events, past activities and personal experiences. (A2) (8)	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (2) Can say what he/she likes and dislikes. (A2) (4) Can say what he/she likes and dislikes. (A2) (4) Can participate in short conversations in routine contexts on topics of interest. (A2) Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. (A2) Can adapt well-rehearsed memorized simple phrases to particular circumstances through limited lexical substitution. (A2) (9,10)
	Communicative Outcomes	Students will practice talking about past activities				

Lesson	Ac. hours	Grammar	Vocabulary	Listening and Writing	Speaking and Pronunciation
3+4. A public holiday (pages 36 - 37)	3	Past Simple negatives	Months, seasons and dates	Talking about a public holiday	
	Lesson Aims	To introduce and practice Past Simple negatives	To introduce and practice months, seasons and dates	To give students practice in listening for gist and for specific words	To practice language from the lesson in a free, communicative, personalized activity
	CEF mapping Framework (exercises)	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (10,11,12)	Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (1) Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (9)	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (3) Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (6,7,8) Can write very short, basic descriptions of events, past activities and personal experiences. (A2) (13)	Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience. (A2) (2,5) Can exchange limited information on familiar and routine operational matters. (A2) (4) Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) (7) Can give short, basic descriptions of events and activities. (A2) (9) Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2) (13)
	Communicative Outcomes	Students talk about months, seasons and dates; They talk about what they normally do on public holidays, and what they did on the last one			

Lesson	Ac. hours	Grammar	Vocabulary	Listening	Reading and Writing	Speaking and Pronunciation
5. Did you go anywhere nice? (pages 38 – 39))	3	Past Simple questions	Going on holiday			
	Lesson Aims	To introduce and practice Past Simple questions	To introduce and practice language for talking about things people do on holiday		To give students practice in reading for general understanding and for specific information	To practice language from the lesson in a free, communicative, personalized speaking activity To practice the fast pronunciation of <i>did you</i> To practice language from the lesson in a free, communicative, personalized speaking activity; To practice asking questions in the Past Simple
	CEF mapping Framework (exercises)	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (7)	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. (A2) (1) Has a sufficient vocabulary for the expression of basic communicative needs. (A2)		Can understand short simple personal letters. (A2) (3) Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (A2) (4,5)	Can ask and answer questions about what they do at work and in free time. (A2) (2) Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his environment e.g. people, places, a job or study experience. (A2) Can ask and answer questions about pastimes and past activities. (A2) (9) Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (8)

						<p>Can ask and answer questions about pastimes and past activities. (A2)</p> <p>Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (10,11,12)</p>
	Communicative Outcomes	Students practice talking about where they usually go on holiday, where they went recently and what they did there				

Unit 5. Shops. Academic hours: 9

Lesson	Ac. hours	Grammar	Vocabulary	Listening	Reading and Writing	Speaking and Pronunciation
1+2. How much is that red one? (pages 42 - 45)	3	<i>This/these/that/those</i>	Describing what you want	At the market		Questions in shop
	Lesson Aims	To introduce and practice <i>this/these/that and those</i>		To help train students to listen for specific information		To introduce and practice common questions used in shops To practice the main stress in numbers To practice talking about prices To practice language from the lesson in a free, communicative, personalized speaking activity
	CEF mapping Framework (exercises)	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.(A2) (10)	Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (1,3,4) Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (11)	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (4,5)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) (4,5) Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. (A2) (9)	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (2) Can ask about things and make simple transactions in shops, post offices or banks. (A2) (1,2,3) Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) (4,5) Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (6,7) Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. (A2) (8) Can deal with common aspects of everyday living such as travel, lodgings, eating and shopping. (A2)

						<p>Can ask about things and make simple transactions in shops, post offices or banks. (A2)</p> <p>Can give and receive information about quantities, numbers, prices etc. (A2)</p> <p>Can make simple purchases by stating what is wanted and asking the price. (A2) (12)</p>
	Communicative Outcomes	Students will practice asking questions in shops				

Lesson	Ac. hours	Vocabulary	Reading and Writing	Speaking and Pronunciation
3+4. They're having a sale (pages 46 - 47)	3	Present Continuous		
	Lesson Aims	To introduce and practice the use of the present continuous to talk about present actions or situations that are temporary and not finished	To help train students to do a jigsaw reading – reading for specific information then sharing what they find in a text with a partner	To practice language from the lesson in a free, communicative, personalized speaking activity To practice the pronunciation of the short forms of <i>am</i> , <i>is</i> and <i>are</i> when saying Present Continuous sentences
	CEF mapping Framework (exercises)	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (7,9,10,11)	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (A2) (2,3,4) Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) (5)	Can ask and answer questions about habits and routines. (A2) Can ask and answer questions about pastimes and past activities. (A2) (1) Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) (5) Can generally identify the topic of discussion around him/her which is conducted slowly and clearly. (A2) (6) Can give a simple description or presentation of people, living or working conditions, daily routines. likes/dislikes etc. as a short series of simple phrases and sentences linked into a list. (A2) (6) Can participate in short conversations in routine contexts on topics of interest. (A2) (11) Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (8)
Communicative Outcomes	Students practice talking about things that are temporary or happening now, and practice making excuses			

Lesson	Ac. hours	Vocabulary	Listening	Reading and Writing	Speaking and Pronunciation
5. Do you sell? (pages 48 – 49)	3	Department stores	In a department store		Questions in shop
	Lesson Aims	To introduce and practice words connected with department stores	To give students practice in listening for gist and for specific information To listen and write down words in continuous speech		Students talk about shops, department stores and profit-sharing To practice language from the lesson in a free, communicative, personalized speaking activity To practice the sounds
	CEF mapping Framework (exercises)	Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (3,4)	Can generally identify the topic of discussion around him/her that is conducted slowly and clearly. (A2) (5) Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (6) Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (11)	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (A2) (1,2) Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. (A2) (4) Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary. (A2) (11)	Can generally identify the topic of discussion around him/her which is conducted slowly and clearly. (A2) (1,2) Can give a simple description or presentation of people, living or working conditions, daily routines. likes/dislikes etc. as a short series of simple phrases and sentences linked into a list. (A2) (1,2) Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (7) Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (8,9) Can deal with common aspects of everyday living such as travel, lodgings, eating and shopping. (A2) Can ask about things and make simple transactions in shops, post offices

					<p>or banks. (A2) (9)</p> <p>Can communicate in simple and routine tasks using simple phrases to ask for and provide things, to get simple information and to discuss what to do next. (A2) (9)</p> <p>Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (10)</p>
	Communicative Outcomes	Students talk about parts of a department store and give directions in a store			

Unit 6. Education. Academic hours: 9

Lesson	Ac. hours	Grammar	Vocabulary	Listening	Reading and Writing	Speaking and Pronunciation
1+2. What are you studying? (pages 50 - 53)	3		School and university	<i>What are you studying?</i>		<i>How's the course going?</i>
	Lesson Aims		To introduce a set of key, useful vocabulary using photos To introduce and practice adjectives to talk about school and university	To help train students to listen for specific information and for specific words and phrases		To practice hearing and saying the weak pronunciation of <i>are</i> in questions To introduce and practice ways of asking about a course To practice language from the lesson in a free, communicative, personalized speaking activity
	CEF mapping Framework (exercises)	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (7)	Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (1,3) Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (1,2,4)	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (6,7)	Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary. (A2) (10)	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (2) Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his environment e.g. people, places, a job or study experience. (A2) (3) Can generally identify the topic of discussion around him/her which is conducted slowly and clearly. (A2) Can explain what he/she likes or dislikes about something. (A2) Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. (A2) (5)

						<p>Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his environment e.g. people, places, a job or study experience. (A2) (8)</p> <p>Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (8)</p> <p>Can ask for and provide personal information. (A2) (11)</p> <p>Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. (A2) (12)</p> <p>Can give short, basic descriptions of events and activities. (A2) Can explain what he/she likes or dislikes about something. (A2) (13)</p> <p>Can participate in short conversations in routine contexts on topics of interest. (A2) (14)</p> <p>Can ask for and provide personal information. (A2) (14)</p> <p>Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. (A2) (14)</p>
	<p>Communicative Outcomes</p>	<p>Students will practice talking about school and university; they will talk about how a course of study is going</p>				

Lesson	Ac. hours	Grammar	Vocabulary	Listening	Speaking and Pronunciation
3. Learning and training (pages 54 - 55)	3	Modifiers	Courses	Talking about different courses	
	Lesson Aims	To introduce and practice the modifiers <i>very</i> , <i>really</i> and <i>quite</i>	To introduce and practice asking and answering questions about courses	To give students practice in listening for gist and for specific words	
	CEF mapping Framework (exercises)	<p>Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (8)</p> <p>Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (11,12)</p>	<p>Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (1,2)</p> <p>Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (5)</p>	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (6,7)	<p>Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his environment e.g. people, places, a job or study experience. (A2) (2)</p> <p>Can ask for and provide personal information. (A2) (3,4)</p> <p>Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (4)</p> <p>Can generally identify the topic of discussion around her which is conducted slowly and clearly. (A2) (9)</p> <p>Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his environment e.g. people, places, a job or study experience. (A2) (9)</p> <p>Can ask and answer questions about pastimes and past activities. (A2) (9)</p> <p>Can participate in short conversations in routine contexts on topics of interest. (A2) (10)</p> <p>Can ask and answer questions about what they do at work and in free time. (A2) (10)</p> <p>Can describe people, places and possessions in simple terms. (A2) (12)</p>
	Communicative Outcomes	Students talk about courses			

Lesson	Ac. hours	Grammar	Vocabulary	Listening	Reading and Writing	Speaking and Pronunciation
4+5. Growing up bilingual (pages 56 – 57)	3	Comparatives	Languages			
	Lesson Aims	To introduce and practice comparatives	To introduce and practice languages and countries	To listen and write down words in continuous speech	To help train students to read for specific information, and to interpret views expressed on the writer's opinion	To practice language from the lesson in a free, communicative, personalized speaking activity To practice the sounds
	CEF mapping Framework (exercises)	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (9,10,11,12)	Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (1) Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (A2) (5,6,7) Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary. (A2)	Can participate in short conversations in routine contexts on topics of interest. (A2) (2) Can describe people, places and possessions in simple terms. (A2) (2) Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) Can agree and disagree with others. (A2) (6,8) Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his environment e.g. people, places, a job or study experience. (A2) (8) Can ask for and provide personal information. (A2) (12) Can describe his/her family, living conditions, educational background,

						<p>present or most recent job. (A2) (13)</p> <p>Can agree and disagree with others. (A2) (14)</p> <p>Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (15)</p>
	Communicative Outcomes	Students practice talking about bilingual school and comparing things				

Unit 7. People I know. Academic hours: 9

Lesson	Ac. hours	Grammar	Vocabulary	Listening	Reading and Writing	Speaking and Pronunciation
1+2. Cousins, aunts and uncles (pages 60 - 63)	3	Auxiliary verbs	Relationships	My family		Adding information
	Lesson Aims	To introduce and practice the use of auxiliary verbs in short answers	To introduce the theme of the lesson and practice a set of key, useful vocabulary using photos To introduce and practice words to describe people in a family	To help train students to listen for gist and for specific information		To introduce and practice ways of adding information To practice language from the lesson in a free, communicative, personalized speaking activity To practice language from the lesson in a free, communicative, personalized speaking activity
	CEF mapping Framework (exercises)	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (7,8)	Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (1,3) Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (1,2,3)	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (5,6)		Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (2) Can describe people, places and possessions in simple terms. (A2) (4) Can participate in short conversations in routine contexts on topics of interest. (A2) (9,10,11) Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. (A2) (9,10,11) Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (12, 13)

						<p>Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (14)</p> <p>Can ask for and provide personal information. (A2) (15)</p> <p>Can participate in short conversations in routine contexts on topics of interest. (A2) (15)</p> <p>Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. (A2) (15)</p>
	Communicative Outcomes	Students will practice talking about local facilities in their town and say where they are				

Lesson	Ac. hours	Grammar	Vocabulary	Listening	Reading and Writing	Speaking and pronunciation
3+4. I have to do a lot of house-work (pages 64 - 65)	3	<i>Have to/don't have to</i>	Jobs and activities in the home			
	Lesson Aims	To introduce and practice the use of <i>have to</i> and <i>don't have to</i> to talk about what it is necessary or not necessary to do	To introduce and practice jobs and activities in the home		To help train students to read for a general understanding and for specific information	To introduce the ideas in the main text and elicit a personal response To practice language from the lesson in a free, communicative, personalized speaking activity
	CEF mapping Framework (exercises)	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (8,9,10)	Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (1,2)		Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (A2) Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (A2) (5,6)	Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2) Can explain what he/she likes or dislikes about something. (A2) (3) Can describe his/her family, living conditions, educational background, present or most recent job. (A2) Can explain what he/she likes or dislikes about something. (A2) (4) Can explain what he/she likes or dislikes about something. (A2) (7) Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2) (11) Can explain what he/she likes or dislikes about something. (A2) (12,13,14) Can agree and disagree with others. (A2)(12,13,14)
	Communicative Outcomes	Students talk about jobs and activities at home; they discuss family life				

Lesson	Ac. hours	Vocabulary	Listening	Reading and Writing	Speaking and Pronunciation
5. My circle of friends (pages 66 – 67)	3				
	Lesson Aims	To introduce and practice adjectives to describe people	To give students practice in listening for general and specific understanding To listen and write down words in continuous speech		To give students practice in reading for general understanding; to share ideas and introduce the theme of the lesson To practice language from the lesson in a free, communicative, personalized speaking activity To practice the sounds
	CEF mapping Framework (exercises)	Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (6,7,8)	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (2,3,4) Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (12)	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. (A2) (1) Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary. (A2) (12)	Can describe people, places and possessions in simple terms. (A2) (1) Can expand learned phrases through simple recombinations of their elements. (A2) (4) Can describe people, places and possessions in simple terms. (A2) (5) Can describe people, places and possessions in simple terms. (A2) (8) Can describe people, places and possessions in simple terms. (A2) (9,10) Can ask for and provide personal information. (A2) (9,10) Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (11)
Communicative Outcomes	Students practice talking about friends and people they know				

Unit 8. Plans. Academic hours: 9

Lesson	Ac. hours	Grammar	Vocabulary	Listening	Reading and Writing	Speaking and Pronunciation
1+2. What are your plans? (pages 68 - 71)	3	<i>Going to</i>	Common activities			Making suggestions
	Lesson Aims	To introduce and practice <i>going to</i> for plans	To introduce the theme of the lesson and practice a set of key, useful vocabulary using photos To introduce and practice words for common activities	To help train students to listen for gist and for specific information		To introduce the topic and find out what language students know for activities and going out To help train students to notice and say the correct pronunciation of going to in fast speech To introduce and practice ways of making suggestions To practice language from the lesson in a free, communicative, personalized speaking activity
	CEF mapping Framework (exercises)	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (6,7,10)	Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (1) Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (2,3)	Can generally identify the topic of discussion around him/her that is conducted slowly and clearly. (A2) (4) Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (5)	Can expand learned phrases through simple recombinations of their elements. (A2) (3) Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. (A2) (11,12)	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (2) Can ask and answer questions about pastimes and past activities. (A2) (1) Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2) (1) Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. (A2) (3) Can participate in short conversations in routine contexts on topics of interest. (A2) (10)

						<p>Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (8,9)</p> <p>Can socialise simply but effectively using the simplest common expressions and following basic routines. (A2) (9)</p> <p>Can socialise simply but effectively using the simplest common expressions and following basic routines. (A2) (11,12)</p> <p>Can make and respond to suggestions. (A2) (13)</p> <p>Can make and respond to suggestions. (A2) Can discuss what to do in the evening, at the weekend. (A2) (14)</p>
	Communicative Outcomes	Students will practice talking about plans and making suggestions				

Lesson	Ac. hours	Grammar	Vocabulary	Listening	Reading and writing	Speaking and Pronunciation
3. Hopes and dreams	3	<i>Would like to + verb</i>	Life events and plans			
(pages 72 - 73)	Lesson Aims	To introduce and practice would like to + infinitive to talk about things we want or hope to do in the future	To introduce and practice phrases used to describe life events and plans	To give students practice in listening for gist and for specific words		To introduce and practice the pronunciation of the contracted 'd form in <i>would like</i>
	CEF mapping Framework (exercises)	<p>Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (6,7)</p> <p>Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (8,10,11)</p>	<p>Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (1)</p> <p>Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (6,7)</p>	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (2,3)	<p>Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience. (A2) (4)</p> <p>Can link groups of words with simple connectors like "and", "but" and 5 "because". (A2) (5)</p>	<p>Can participate in short conversations in routine contexts on topics of interest. (A2) (5)</p> <p>Can link groups of words with simple connectors like "and", "but" and 5 "because". (A2) (5)</p> <p>Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2) (7)</p> <p>Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2) (10,11)</p> <p>Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (9)</p>
	Communicative Outcomes	Students talk about hopes and dreams				

Lesson	Ac. hours	Grammar	Vocabulary	Reading and Writing	Speaking and Pronunciation
3.For and against (pages 74 – 75)	3		For and against		
	Lesson Aims		To introduce going to and practice talking about results we predict for the future	To help train students to read for a general understanding and for specific information; to use the text to set up a discussion To listen and write down words in continuous speech	To introduce the theme, check students' existing knowledge and get students talking To practice language from the lesson in a free, communicative, personalized speaking activity; to have a class discussion Tp practice sounds /ei/, /ai/, /u:/
	CEF mapping Framework (exercises)	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (3, 4) Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (9)	Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (4) Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (9)	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. (A2) (2) Can expand learned phrases through simple recombinations of their elements. (A2) (3) Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (A2) (5,6) Can write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”. (A2) (8)	Can say what he/she thinks about things when addressed directly in a formal meeting, provided he/she can ask for repetition of key points if necessary. (A2) (1) Can agree and disagree with others. (A2) (1) Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2) (3) Can agree and disagree with others. (A2) (7) Can generally identify the topic of discussion around her which is conducted slowly and clearly. (A2) Can agree and disagree with others. (A2) (9)
Communicative Outcomes					

Unit 9. Experiences. Academic hours: 9

Lesson	Ac. hours	Grammar	Listening	Reading and Writing	Speaking and Pronunciation
1. Have you ever been there? (pages 78 - 81)	3	Present Perfect			Recommending
	Lesson Aims	To introduce and practice the present perfect to ask about an action before now when we feel it is connected to the present situation	To help train students to listen for specific information		To get students talking about famous buildings and places; to introduce the theme of the lesson To introduce and practice ways of recommending To practice language from the lesson in a free, communicative, personalized speaking activity
	CEF mapping Framework (exercises)	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (4,5,6,7)	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (8,9)	Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary. (A2) Can link groups of words with simple connectors like "and", "but" and "because". (A2) (10)	Can describe people, places and possessions in simple terms. (A2) (1,3) Can ask and answer questions about pastimes and past activities. (A2) (5,7) Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2) (10) Can link groups of words with simple connectors like "and", "but" and "because". (A2) (10) Can recall and rehearse an appropriate set of phrases from his/her repertoire. (A2) (11) Can ask and answer questions about pastimes and past activities. (A2) (12) Can make and respond to suggestions. (A2) (12) Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. (A2) (12)
	Communicative Outcomes	Students will practice talking about places they have been to			

Lesson	Ac. hours	Grammar	Vocabulary	Listening	Speaking and Pronunciation
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2.What's happened? (pages 82 - 83)	3	Past Participles	Problems	<i>What have you done?</i>	
	Lesson Aims	To introduce and learn regular and irregular past participles	To introduce and practice phrases to describe problems	To give students practice in listening for gist and for specific words	To practice the pronunciation of <i>have</i> in fast speech To practice language from the lesson in a free, communicative, personalized speaking activity
	CEF mapping Framework (exercises)	<p>Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (7,8,11,12)</p> <p>Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (13)</p>	<p>Has a sufficient vocabulary for coping with simple survival needs. (A2)</p> <p>Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (6)</p> <p>Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (13)</p>	<p>Can generally identify the topic of discussion around him/her that is conducted slowly and clearly. (A2) (4)</p> <p>Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (5)</p>	<p>Can participate in short conversations in routine contexts on topics of interest. (A2) (2)</p> <p>Can expand learned phrases through simple recombinations of their elements. (A2) (3)</p> <p>Can describe people, places and possessions in simple terms. (A2) (6)</p> <p>Can link groups of words with simple connectors like "and," "but" and "because". (A2) (6)</p> <p>Can participate in short conversations in routine contexts on topics of interest. (A2) (11, 12)</p> <p>Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (9,10)</p> <p>Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2)</p> <p>Can tell a story or describe something in a simple list of points. (A2) (13)</p>
	Communicative Outcomes	Students talk about everyday problems			

Lesson	Ac. hours	Grammar	Vocabulary	Listening	Reading and Writing	Speaking and Pronunciation
3. Memorable experiences (pages 84 – 85)	3		Describing experiences			
	Lesson Aims		To introduce and practice adjectives to describe experiences	To listen and write down words in continuous speech	To help train students to read for a general understanding and for personal response	To practice language from the lesson in a free, communicative, personalized speaking activity To practice the sounds
	CEF mapping Framework (exercises)	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2)	Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (1,2,3) Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (8,9) Has a sufficient vocabulary for the expression of basic communicative needs. (A2)	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (13)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) (3) Can identify specific information in simpler written material he/she encounters such as letters (5,6,8) Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary. (A2) (13)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) (3) Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2) (4) Can explain what he/she likes or dislikes about something. (A2) (7) Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2) (9) Can tell a story or describe something in a simple list of points. (A2) (9) Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2)

						<p>Can tell a story or describe something in a simple list of points. (A2)</p> <p>Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points. (A2)</p> <p>Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2)</p>
	Communicative Outcomes	Students talk about good and bad memorable experiences				

Unit 10. Travel. Academic hours: 9

Lesson	Ac. hours	Vocabulary	Listening	Reading and Writing	Speaking and Pronunciation
1. When's next train? (pages 86 - 89)	3	Trains and stations	Buying a train ticket		Telling the time
	Lesson Aims	To introduce and practice words and phrases used at a train station	To help train students to listen for specific information and words		To introduce and practice ways of telling the time To practice the weak pronunciation of <i>to</i> , in sentences To practice language from the lesson in a free, communicative, personalized speaking activity
	CEF mapping Framework (exercises)	Has a sufficient vocabulary for the expression of basic communicative needs. (A2) Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. (A2) (7,8,9) Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. (A2) (12,13)	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (4,5)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables. (A2)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) (1,2) Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (3) Can give short, basic descriptions of events and activities. (A2) (6) Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2) (9) Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (10)

					<p>Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (11)</p> <p>Can get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets. (A2) (12,13)</p>
	Communicative Outcomes	Students will practice telling the time and buying tickets at train station			

Lesson	Ac. hours	Grammar	Vocabulary	Reading and writing	Speaking and Pronunciation
2.Getting around	3	<i>Too much, too many and not enough</i>	Transport		
(pages 90 - 91)	Lesson Aims	To introduce and practice <i>too much, too many and not enough</i>	To introduce and practice ways of talking about transport	To help train students to read for a general understanding and to scan read	To practice language from the lesson in a free, communicative, personalized speaking activity; To practice using <i>too much, too many and not enough</i>
	CEF mapping Framework (exercises)	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (8,9,10)	Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (1,2)	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. (A2) (4,5) Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (A2) (6,7)	Can participate in short conversations in routine contexts on topics of interest. (A2) (3) Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2) (3) Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. (A2) (3) Can describe people, places and possessions in simple terms. (A2) (10) Can describe people, places and possessions in simple terms. (A2) (11) Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. (A2)
	Communicative Outcomes	Students read about taxis and talk about transport problems and ways of making their town or city better			

Lesson	Ac. hours	Grammar	Listening	Reading and Writing	Speaking and Pronunciation
3.Where is the best place to go? (pages 92 – 93)	3	Superlatives			Where is the best place?
	Lesson Aims	To introduce and practice superlatives	To give students practice in listening for gist and for specific words To listen and write down words in continuous speech		To practice asking for and giving recommendations To practice language from the lesson; to practice forming and using superlatives To practice the sounds
	CEF mapping Framework (exercises)	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (5) Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (7,8)	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (4,5)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) (1,2) Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. (A2) (1,2) Can link groups of words with simple connectors like "and", "but" and "because". (A2) (6)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) (1,2) Can deal with practical everyday demands: finding out and passing on straightforward factual information. (A2) Can get all the information needed from a tourist office, as long as it is of a straightforward, non-specialised nature. (A2) Can make and respond to suggestions. (A2) (3) Can explain what he/she likes or dislikes about something. (A2) Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2) Can link groups of words with simple connectors like "and", "but" and "because". (A2) (6) Uses some simple structures correctly, but still systematically makes basic

					<p>mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (9,10)</p> <p>Can describe people, places and possessions in simple terms. (A2) (10)</p> <p>Can agree and disagree with others. (A2) (10)</p>
	Communicative Outcomes	Students talk about the news and practice using past forms			

Unit 11. Food. Academic hours: 9

Lesson	Ac. hours	Vocabulary	Listening	Reading and Writing	Speaking and Pronunciation
1.Are you ready to order? (pages 96 - 99)	3	Restaurants	In a restaurant		Ordering food and drink
	Lesson Aims	To introduce and practice words and phrases used in restaurants	To help train students to listen for specific information		To introduce the topic and get students talking To introduce and practice ways of ordering food and drink To practice language from the lesson in a free, communicative, personalized speaking activity
	CEF mapping Framework (exercises)	Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (1,3) Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (5) Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (11)	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (4,5) Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (9)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) (2,3) Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. (A2) (3) Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. (A2) (8) Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables. (A2) (10)	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (2) Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2) (1) Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) (2,3) Can agree and disagree with others. (A2) Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. (A2) (6) Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to

					ask for repetition from time to time. (A2) (7,9)
					Can order a meal. (A2) (8)
					Can order a meal. (A2) (11)
	Communicative Outcomes	Students will practice ordering in a restaurant			

Lesson	Ac. hours	Grammar	Vocabulary	Listening	Speaking and Pronunciation
2.What's this on the menu? (pages 100 - 101)	3	<i>Me too, me neither</i> and auxiliaries	Food	Talking about food	
	Lesson Aims	To introduce and practice using <i>me too, me neither</i> and auxiliaries to agree and disagree	To introduce and practice kinds of food	To give students practice in listening for gist and for specific words	To practice language from the lesson in a free, communicative, personalized speaking activity
	CEF mapping Framework (exercises)	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (8)	Has a sufficient vocabulary for coping with simple survival needs. (A2) (1,2,3) Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (4) Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (10) Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (12,13)	Can generally identify the topic of discussion around him/her that is conducted slowly and clearly. (A2) (5) Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (6) Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2) (7)	Can use simple descriptive language to make brief statements about and compare objects and possessions. (A2) (4) Can agree and disagree with others. (9,11) Can communicate in simple and routine tasks requiring a simple and direct exchange of information. (A2) (12,13)
	Communicative Outcomes	Students talk about food			

Lesson	Ac. hours	Grammar	Vocabulary	Reading and Writing	Speaking and Pronunciation
3.A healthy diet	3	Explaining quantity	Forming negatives by adding <i>un-</i>		
(pages 102 - 103)	Lesson Aims	To introduce and practice ways of explaining quantity	To introduce and practice negative forms of adjectives	To help train students to read for a general understanding and for specific information To listen and write down words in continuous speech	To practice sounds
	CEF mapping Framework (exercises)	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (2,3,4)	Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (8,9,10) Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (12)	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. (A2) (1) Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. (A2) (5) Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (A2) (6) Can link groups of words with simple connectors like "and", "but" and "because". (A2) (7) Can write with reasonable phonetic accuracy (but not necessarily fully 12 standard spelling) short words that are in his/her oral vocabulary. (A2) (12)	Can give short, basic descriptions of events and activities. (A2) (4) Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2) Can explain what he/she likes or dislikes about something. (A2) (7) Can link groups of words with simple connectors like "and", "but" and "because". (A2) (7) Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2) (10) Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (11)
	Communicative Outcomes	Students practice talking about diet and eating habits, using words to explain quantity			

Unit 12. Feelings. Academic hours: 9

Lesson	Ac. hours	Grammar	Vocabulary	Listening	Reading and Writing	Speaking and Pronunciation
1.Are you ok? (pages 104 - 107)	3	<i>Should/shouldn't</i>	Health problems			Saying <i>no</i>
	Lesson Aims	To introduce and practice <i>should/shouldn't</i> + infinitive to give advice	To introduce and practice words to describe health problems	To introduce words for parts of the body and listen to conversations about health problems		To give students practice in saying <i>should</i> and <i>shouldn't</i> To introduce and practice ways of saying <i>no</i> To practice language from the lesson in a free, communicative, personalized speaking activity
	CEF mapping Framework (exercises)		Has a sufficient vocabulary for coping with simple survival needs. (A2) (1,3) Has a sufficient vocabulary for coping with simple survival needs. (A2) (5) Can control a narrow repertoire dealing with concrete everyday needs. (A2) (6)	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (4)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) (5) Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. (A2) (7,8)	Can generally identify the topic of discussion around him/her that is conducted slowly and clearly. (A2) (2) Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) (5) Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2) (6) Can tell a story or describe something in a simple list of points. (A2) (6) Can make and respond to suggestions. (A2) (8) Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners

						<p>will need to ask for repetition from time to time. (A2) (9,10)</p> <p>Can make and respond to suggestions. (A2) (11)</p> <p>Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (12)</p> <p>Can make and respond to suggestions. (A2) (13)</p> <p>Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. (A2) (13)</p> <p>Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. (A2) (13)</p>
	Communicative Outcomes	Students will practice talking about health problems and giving advice				

Lesson	Ac. hours	Grammar	Vocabulary	Listening	Reading and Writing	Speaking and Pronunciation
2. Feeling good?	3	<i>Because, so and after</i>	Feelings			
(pages 108 - 109)	Lesson Aims	To introduce and practice <i>because, so</i> and <i>after</i> to show why something happens, the result of something happening or when something happens	To introduce and practice adjectives used to describe feelings	To give students practice in listening for gist and for specific information		To introduce the theme with a short reading text; to discuss the ideas in the text
	CEF mapping Framework (exercises)	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (9,10)	Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (2,3,4,5) Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (6,7,8) Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (10)	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (6,7,8)	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. (A2) (1) Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) (3,4)	Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. (A2) (1) Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) (3,4) Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. (A2) (4) Can tell a story or describe something in a simple list of points. (A2) (5)

						<p>Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2) (5)</p> <p>Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2) (11)</p> <p>Can tell a story or describe something in a simple list of points. (A2) (11)</p>
	Communicative Outcomes	Students talk about feelings in different situations				

Lesson	Ac. hours	Grammar	Vocabulary	Listening	Reading and Writing	Speaking and Pronunciation
3.Good and bad news	3		In the news			
(pages 110 - 111)	Lesson Aims		To introduce and practice newspaper language and phrases used in newspaper articles		To help train students to read for a general understanding and to scan a text to find out what numbers refer to To listen and write down words in continuous speech	To introduce and practice words for types of news To practice language from the lesson in a free, communicative, personalized speaking activity To practice the sounds
	CEF mapping Framework (exercises)		Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (1) Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (3,4)	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (12)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) (2) Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. (A2) (2) Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. (A2) (6,7) Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (A2) (8,9)	Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2) Can explain what he/she likes or dislikes about something. (A2) (1) Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) (2) Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his environment e.g. people, places, a job or study experience. (A2) (5) Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. (A2) (5)

						<p>Can tell a story or describe something in a simple list of points. (A2) (10)</p> <p>Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. (A2) (10)</p> <p>Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (11)</p> <p>Can write with reasonable phonetic accuracy (but not necessarily fully 12 standard spelling) short words that are in his/her oral vocabulary. (A2) (12)</p>
	Communicative Outcomes	Students talk about good and bad news, and practice telling news stories				

Unit 13. Nature. Academic hours: 9

Lesson	Ac. hours	Grammar	Vocabulary	Listening	Reading and Writing	Speaking and Pronunciation
1.What's the forecast?	3	<i>Might and be going to</i>	Weather			Short questions
(pages 114 - 117)	Lesson Aims	To introduce and practice <i>might</i> and <i>be going to</i> + infinitive to talk about the future	To introduce and practice words to describe weather	To help train students to listen for gist and for specific information		To practice the pronunciation of <i>might</i> in natural speech To introduce and practice short questions without verbs To practice language from the lesson in a free, communicative, personalized speaking activity
	CEF mapping Framework (exercises)	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (5,6,9,10) Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix	Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (1,3) Can control a narrow repertoire dealing with concrete everyday needs. (A2) (1,2)	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (4)	Can write a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because". (A2) (9)	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (2) Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. (A2) (4) Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. (A2) (1,2) Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience. (A2) Can explain what he/she likes or dislikes about something. (A2) (3)

		<p>up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (11,13)</p>				<p>Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2) (10)</p> <p>Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (7,8)</p> <p>Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (12)</p> <p>Can participate in short conversations in routine contexts on topics of interest. (A2) (13)</p> <p>Can participate in short conversations in routine contexts on topics of interest. (A2)</p> <p>Can make and respond to invitation and apologies. (A2) (14,15)</p> <p>Can make and respond to suggestions. (A2)</p> <p>Can discuss what to do in the evening, at the weekend. (A2) (14,15)</p>
	<p>Communicative Outcomes</p>	<p>Students will practice talking about the weather and future plans</p>				

Lesson	Ac. hours	Vocabulary	Reading and Writing	Speaking and Pronunciation
2.Country girl? (pages 118 - 119)	3	The countryside and the city		
	Lesson Aims	To introduce and practice words used to describe the countryside and the city	To help train students to read for a general understanding and for specific information	To practice language from the lesson in a free, communicative, personalized speaking activity
	CEF mapping Framework (exercises)	<p>Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (1,2)</p> <p>Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (9)</p> <p>Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (10)</p>	<p>Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) (3)</p> <p>Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. (A2) (3,4)</p> <p>Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. (A2) (5,6)</p> <p>Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (A2) (7,8)</p>	<p>Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) (3)</p> <p>Can describe people, places and possessions in simple terms. (A2) (4)</p> <p>Can agree and disagree with others. (A2) (9)</p> <p>Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. (A2) (9)</p> <p>Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. (A2) (10)</p> <p>Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience. (A2) (10)</p>
	Communicative Outcomes	Students talk about the countryside and the city		

Lesson	Ac. hours	Grammar	Vocabulary	Listening	Reading and Writing	Speaking and Pronunciation
3.They're lovely animals (pages 120 – 121)	3	Present Perfect to say <i>how long</i>	Animals			
	Lesson Aims	To introduce and practice using the present perfect to express duration	To introduce and practice words used to describe animals		To listen and write down words in continuous speech	To practice the sounds
	CEF mapping Framework (exercises)	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (8,9)	Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (1,4)	<p>Can generally identify the topic of discussion around him/her that is conducted slowly and clearly. (A2) (5)</p> <p>Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (10)</p> <p>Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (14)</p>	<p>Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) (3)</p> <p>Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary. (A2) (14)</p>	<p>Can explain what he/she likes or dislikes about something. (A2) (2)</p> <p>Can agree and disagree with others. (A2) (2)</p> <p>Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) (3)</p> <p>Can describe people, places and possessions in simple terms. (A2) (4)</p> <p>Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2) (7)</p> <p>Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (11)</p>

						<p>Can ask for and provide personal information. (A2) (12)</p> <p>Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (13)</p>
	Communi- cative Out- comes	Students practice talking about animals and how long they have had animals or known people				

Unit 14. Opinions. Academic hours: 9

Lesson	Ac. hours	Grammar	Vocabulary	Listening	Reading and Writing	Speaking and Pronunciation
1.What's was the film like?	3		Describing films, plays and musicals			<i>What's it like?</i>
(pages 122 - 125)	Lesson Aims		To introduce and practice words to describe films, plays and musicals	To help train students to listen for general understanding and for specific words		<p>To introduce the theme; to get students talking about the topic of the lesson in a personalized activity</p> <p>To introduce and practice asking <i>What's it like?</i></p> <p>To practice language from the lesson in a free, communicative, personalized speaking activity</p>
	CEF mapping Framework (exercises)		<p>Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (2)</p> <p>Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (5,6)</p>	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (4,5)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) (2)	<p>Can describe plans and arrangements, habits and routines, past activities and personal experiences. (A2)</p> <p>Can explain what he/she likes or dislikes about something. (A2) (1)</p> <p>Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. (A2) (1)</p> <p>Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) (2)</p> <p>Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. (A2) (2)</p>

						<p>Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. (A2) (6)</p> <p>Can ask and answer questions about pastimes and past activities. (A2)</p> <p>Can ask for and provide personal information. (A2) (7,8,9,10)</p> <p>Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. (A2) (10)</p> <p>Can participate in short conversations in routine contexts on topics of interest. (A2) (11,12)</p> <p>Can ask and answer questions about pastimes and past activities. (A2) (11,12)</p>
	Communicative Outcomes	Students will practice talking about films				

Lesson	Ac. hours	Vocabulary	Listening	Reading and Writing	Speaking and Pronunciation
2.What do you think will happen? (pages 126-127)	3	<i>Will/won't</i> for predictions			
	Lesson Aims	To introduce and practice <i>will/won't</i> for predictions	To give students practice in listening for gist and for specific information		To practice the pronunciation of <i>'ll</i> and <i>won't</i> in sentences
	CEF mapping Framework (exercises)	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say. (A2) (9,12,13,14)	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (3,4)	<p>Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) (4)</p> <p>Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. (A2) (7,8)</p> <p>Can write about everyday aspects of his environment e.g. people, places, a job or study experience in linked sentences. (A2) (13)</p>	<p>Can tell a story or describe something in a simple list of points. (A2)</p> <p>Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. (A2) (1,2,5,6)</p> <p>Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) (4)</p> <p>Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. (A2) (12)</p> <p>Can agree and disagree with others. (A2) (14)</p> <p>Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (10, 11)</p> <p>Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary. (A2) (10)</p>
Communicative Outcomes	Students practice making predictions about different situations				

Lesson	Ac. hours	Vocabulary	Listening	Reading and Writing	Speaking and Pronunciation
3.A better life (pages 128-129)	3	Life and society			
	Lesson Aims	To introduce and practice words and phrases connected with life and society		To help train students to do a jigsaw reading and to read for specific information To listen and write down words in continuous speech	To practice the common words endings
	CEF mapping Framework (exercises)	Has a sufficient vocabulary for the expression of basic communicative needs. (A2) (2,4)	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (A2) (14)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) (1,4) Can write about everyday aspects of his environment e.g. people, places, a job or study experience in linked sentences. (A2) (3) Can generally identify the topic of discussion around her which is conducted slowly and clearly. (A2) (5) Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (A2) (6,7,8) Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. (A2) (6,7,8)	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. (A2) (1,4) Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience. (A2) (5) Can adapt well-rehearsed memorised simple phrases to particular circumstances through limited lexical substitution. (A2) (11) Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience. (A2) (12) Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. (A2) (12)

				<p>Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. (A2) (9)</p> <p>Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. (A2) (10)</p> <p>Can write about everyday aspects of his environment e.g. people, places, a job or study experience in linked sentences. (A2) (11)</p> <p>Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary. (A2) (14)</p>	<p>Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. (A2) (13)</p>
	<p>Communicative Outcomes</p>	<p>Students talk about life and society and whether things are better or not</p>			