UNLOCK 2nd EDITION LEVEL 2

Common European Framework of Reference for Languages (CEFR)

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Part 1

The CEFR level of *Unlock* 2nd edition Level 2 (Reading, Writing and Critical Thinking and Listening, Speaking and Critical Thinking combined)

Unlock 2nd edition Level 2 covers level A2 of the CEFR. This table describes the general degree of skill achieved by learners at this level.

Skill	Learners will be able to:
Listening	understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.
Reading	understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language; understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
Speaking	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; interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary; manage simple, routine exchanges without undue effort; ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations; communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time; handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord.
Writing	write a series of simple phrases and sentences linked with simple connectors like ‘and,’ ‘but’ and ‘because’; write short, simple formulaic notes relating to matters in areas of immediate need.

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Communicative language competence	use simple words to ask someone to explain something; recognise when difficulties occur and indicate in simple language the apparent nature of a problem; convey the main point(s) involved in short, simple conversations or texts on everyday subjects of immediate interest provided these are expressed clearly in simple language; play a supportive role in interaction, provided that other participants speak slowly and that one or more of them helps him/her to contribute and to express his/her suggestions; convey relevant information contained in clearly structured, short, simple, informational texts, provided that the texts concern concrete, familiar subjects and are formulated in simple everyday language.
Communication strategies	initiate, maintain and close simple conversations, guessing some unknown words from the context (in simple, short texts and utterances) and asking for clarification or repetition; indicate when they are following.

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Part 2
How the goals of the CEFR are realised in *Unlock* 2nd edition Level 2

Listening

At A2, learners are expected to be able to understand speech that is

- **clearly and slowly articulated**
- **concerns predictable everyday matters.**

UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS
Can follow in outline short, simple social exchanges, conducted very slowly and clearly.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	LS p49		LS p86		LS p130	LS p159-160	
					LS p138		
					LS p139		

LISTENING AS A MEMBER OF A LIVE AUDIENCE
Can follow a very simple, well-structured presentation or demonstration, provided that it is illustrated with slides, concrete examples or diagrams, it is delivered slowly and clearly with repetition and the topic is familiar.
Can understand the outline of simple information given in a predictable situation, such as on a guided tour, e.g. 'This is where the President lives.'

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
LS p34	LS p56	LS p78	LS p100	LS p122	LS p144	LS p166	LS p188

LISTENING TO AUDIO, MEDIA AND RECORDINGS
Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.
Can extract important information from short radio broadcasts, such as the weather forecast, concert announcements or sports results, provided that people talk clearly.
Can understand the important points of a story and manage to follow the plot, provided the story is told slowly and clearly.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
LS p16-17	LS p38-39	LS p60-61	LS p83	LS p104-105	LS p127	LS p149	LS p170-171
LS p21	LS p42	LS p64-65	LS p86	LS p108-109	LS p129-131	LS p151-152	LS p173-175
LS p26	LS p49-50	LS p71	LS p93-94	LS p114	LS p138-139	LS p159-160	LS p180-181
		LS p75		LS p119			
RW p17	RW p39	RW p61	RW p82-83	RW p105	RW p126-127	RW p149	RW p171

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Reading

At A2, learners can understand short, simple texts on familiar topics which use high frequency vocabulary.

READING FOR ORIENTATION

Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists, travel guidebooks, recipes and timetables.
Can understand the main information in short and simple descriptions of goods in brochures and websites (e.g. portable digital devices, cameras, etc.).
Can understand everyday signs and notices etc. in public places, such as streets, restaurants, railway stations, in workplaces, such as directions, instructions, hazard warnings.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
LS p17							
RW p32							

READING FOR INFORMATION AND ARGUMENT

Can understand texts describing people, places, everyday life, and culture, etc., provided that they are written in simple language.
Can understand information given in illustrated brochures and maps, e.g. the principal attractions of a city or area.
Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events
Can pick out the main information in short newspaper reports or simple articles in which figures, names, illustrations and titles play a prominent role and support the meaning of the text.
Can understand the main points of short texts dealing with everyday topics (e.g. lifestyle, hobbies, sports, weather).
Can understand the main points in short news items on subjects of personal interest (e.g. sport, celebrities) or on a familiar type of event, provided that the contents are familiar and predictable.
Can understand a short factual description or report within his/her own field, provided that it is written in simple language and does not contain unpredictable detail.
Can understand most of what people say about themselves in a personal ad or post and what they say they like in other people.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	LS p51		LS p92	LS p141			
	LS p53		LS p93	LS p143			
			LS p95	LS p144			
			LS p97				
RW p18-21	RW p40-42	RW p62-65	RW p85-86	RW p108-110	RW p129-131	RW p151-153	RW p173-174
RW p22-24	RW p45-46	RW p67-68	RW p88-89	RW p111-113	RW p132-134	RW p155-156	RW p176-178
		RW p71					RW p181

WATCHING TV, FILM AND VIDEO

Can follow changes of topic of factual TV news items, and form an idea of the main content.
Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary.
Can follow a TV commercial or a trailer for or scene from a film, understanding what the actors are talking about, provided that the images are a great help in understanding and the delivery is clear and relatively slow

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
LS p16-17	LS p38-39	LS p60-61	LS p83	LS p104-105	LS p127	LS p149	LS p170-71

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Speaking

OVERALL SPOKEN INTERACTION

At A2, learners can manage simple, routine exchanges fairly easily, but would struggle with an extended conversation and often need help with understanding. They can

- **ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations**
- **handle very short social exchanges and simple transactions**
- **mostly understand speech in a standard accent directed at them which is delivered slowly and clearly, provided they can ask for repetition or reformulation from time to time.**

CONVERSATION

Can establish social contact: greetings and farewells; introductions; giving thanks.
Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time.
Can participate in short conversations in routine contexts on topics of interest.
Can express how he/she feels in simple terms, and express thanks.
Can ask for a favour (e.g. to lend something), can offer a favour and can respond if someone asks him/her to do a favour for them.
Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord, though he/she can be made to understand if the speaker will take the trouble.
Can chat in simple language with peers, colleagues or members of a host family, asking questions and understanding the answers relating to most routine matters.
Can make and respond to invitations, suggestions and apologies.
Can say what he/she likes and dislikes.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
LS p15	LS p37	LS p59	LS p81	LS p103	LS p125	LS p147	LS p169
LS p16	LS p43	LS p60	LS p82	LS p104	LS p126	LS p151	LS p170
LS p21	LS p48	LS p61	LS p87		LS p135	LS p163	LS p175
LS p28		LS p63	LS p94				LS p182
		LS p65					
		LS p72					
	RW p37	RW p68	RW p83	RW p103	RW p125		RW p171
	RW p42			RW p105	RW p127		RW p175
				RW p110			

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INFORMAL DISCUSSION

Can generally identify the topic of discussion around him/her which is conducted slowly and clearly.
Can exchange opinions and compare things and people using simple language.
Can discuss what to do in the evening, at the weekend. Can discuss what to do, where to go and make arrangements to meet.
Can make and respond to suggestions.
Can agree and disagree with others.
Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly.
Can express opinions in a limited way.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
LS p17	LS p39	LS p61	LS p83	LS p105	LS p126	LS p148	LS p171
LS p31	LS p50	LS p69	LS p85	LS p109	LS p127	LS p149	LS p182
		LS p78	LS p96	LS p120	LS p131	LS p153	LS p188
			LS p97	LS p122	LS p138	LS p161	
			LS p100		LS p139		
					LS p144		
RW p17	RW p39	RW p61	RW p83	RW p113	RW p134	RW p149	RW p178
RW p21	RW p45	RW p65	RW p87			RW p153	RW p180
RW p24		RW p68	RW p88			RW p156	
		RW p72				RW p159	
		RW p75					

GOAL-ORIENTED CO-OPERATION

Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand.
Can discuss what to do next, making and responding to suggestions, asking for and giving directions.
Can indicate when he/she is following and can be made to understand what is necessary, if the speaker takes the trouble.
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.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	LS p38		LS p95	LS p121			
			LS p99				

OVERALL SPOKEN PRODUCTION

At A2, learners can give simple descriptions or presentations about everyday things as a short series of simple phrases and sentences linked into a list.

SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE

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.
Can give short, basic descriptions of events and activities.
Can describe plans and arrangements, habits and routines, past activities and personal experiences.
Can describe his/her family, living conditions, educational background, present or most recent job.
Can say what he/she is good at and not so good at (e.g. sports, games, skills, subjects).

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
LS p34	LS p51	LS p78	LS p90		LS p127	LS p166	
	LS p56		LS p94		LS p144		
			LS p100				
RW p29							

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SUSTAINED MONOLOGUE: PUTTING A CASE (E.G. DEBATE) Can explain what she likes or dislikes about something, why he/she prefers one thing to another, making simple, direct comparisons.							
Unit 1	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**	**Unit 7**	**Unit 8**
				LS p122			LS p188

ADDRESSING AUDIENCES Can give a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions, plans and actions. Can cope with a limited number of straightforward follow up questions.							
Unit 1	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**	**Unit 7**	**Unit 8**
LS p34	LS p 56	LS p 78	LS p 100	LS p122	LS p127	LS p166	LS p188
RW p29							

Writing

At A2 learners can write a series of simple phrases and sentences linked with simple connectors like *and*, *but* and *because*.

OVERALL WRITTEN PRODUCTION AND INTERACTION

CREATIVE WRITING Can write about everyday aspects of his/her environment e.g. people, places, a job or study experience in linked sentences. Can write very short, basic descriptions of events, past activities and personal experiences. Can tell a simple story (e.g. about events on a holiday or about life in the distant future). Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job. Can write short, simple imaginary biographies and simple poems about people. Can write diary entries that describe activities (e.g. daily routine, outings, sports, hobbies), people and places, using basic, concrete vocabulary and simple phrases and sentences with simple connectives like 'and,' 'but' and 'because'. Can write an introduction to a story or continue a story, provided he/she can consult a dictionary and references (e.g. tables of verb tenses in a course book).							
Unit 1	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**	**Unit 7**	**Unit 8**
RW p32	RW p54-56	RW p67-68	RW p99-100	RW p121-122	RW p143-144	RW p165-166	RW p187-188
RW p33-34		RW p70					
		RW p77-78					

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Communicative Language Competence

VOCABULARY RANGE
Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.
Has a sufficient vocabulary for the expression of basic communicative needs.
Has a sufficient vocabulary for coping with simple survival needs.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
LS p16	LS p38	LS p60	LS p82	LS p104	LS p126	LS p148	LS p170
LS p18	LS p40-41	LS p62	LS p85	LS p105	LS p128	LS p150	LS p173
LS p24	LS p47	LS p67-68	LS p87	LS p107	LS p135-136	LS p153-154	LS p176-177
LS p25	LS p48	LS p70	LS p92	LS p109	LS p137	LS p158	LS p179
LS p31	LS p54-55	LS p75-76	LS p99	LS p113	LS p142	LS p164	
LS p32						LS p165	
RW p16	RW p38	RW p60	RW p82	RW p104	RW p125	RW p148	RW p170
RW p18	RW p40	RW p62	RW p84	RW p106	RW p126	RW p150	RW p172
RW p22	RW p43	RW p66	RW p87	RW p110	RW p128	RW p154	RW p175
		RW p69	RW p90	RW p118-120	RW p131	RW p158	RW p179
			RW p90-91		RW p135		
					RW p136		

GRAMMATICAL ACCURACY
Can use some simple structures correctly, but still systematically make basic mistakes, e.g. tend to mix up tenses and forget to mark agreement. Nevertheless, it is usually clear what he/she is trying to say.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
LS p22-23	LS p44-45	LS p66-67	LS p88-89	LS p110-111	LS p132	LS p155	LS p177-178
	LS p45-46		LS p89-90	LS p112	LS p133-134	LS p156-157	
RW p25	RW p46	RW p62	RW p94-96	RW p106	RW p139-140	RW p150	RW p183-184
RW p26	RW p47	RW p70		RW p110-111	RW p140-141	RW p157	RW p184
RW p27	RW p50-51	RW p72-73		RW p114-115		RW p162-163	RW p185
RW p29-30	RW p51	RW p73-74		RW p117-118			
RW p30-31		RW p75					
RW p32-33							

PHONOLOGICAL CONTROL
Pronunciation is generally clear enough to be understood, but conversational partners will need to ask for repetition from time to time. A strong influence from other language(s) he/she speaks on stress, rhythm and intonation may affect intelligibility, requiring collaboration from interlocutors. Nevertheless, pronunciation of familiar words is clear.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
LS p20	LS p43	LS p63	LS p84	LS p106	LS p129	LS p161	LS p172
LS p32-33		LS p70-71	LS p91				

SOCIOLINGUISTIC APPROPRIATENESS
Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way.
Can socialize simply but effectively using the simplest common expressions and following basic routines.
Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, suggestions, apologies, etc.

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
LS p31	LS p55			LS p120	LS p142-143		LS p185-186
			RW p98				

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Communication strategies

PLANNING Can recall and rehearse an appropriate set of phrases from his/her repertoire.							
Unit 1	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**	**Unit 7**	**Unit 8**
LS p31	LS p54	LS p75	LS p97-98	LS p119	LS p142-143	LS p164	LS p185-186
LS p34	LS p55	LS p78	LS p100	LS p120	LS p144	LS p165	LS p187
	LS p56			LS p121		LS p166	LS p188
				LS p122			

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Part 3
How each unit of *Unlock* 2nd edition Level 2 relates to the CEFR

Listening and speaking Unit 1

Skill area	Goal	Pages
Listening	LISTENING AS A MEMBER OF A LIVE AUDIENCE	36
	LISTENING TO AUDIO, MEDIA AND RECORDINGS	16-17, 21, 26
Reading	READING FOR ORIENTATION	17
Speaking	CONVERSATION	15, 16, 21,28
	INFORMAL DISCUSSION	17, 31
	SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	34
Communicative language competence	VOCABULARY RANGE	16, 18, 24, 25, 31, 32
	GRAMMATICAL ACCURACY	22-23
	PHONOLOGICAL CONTROL	20, 32-33
	SOCIOLINGUISTIC APPROPRIATENESS	31
Communication strategies	PLANNING	31, 34

Reading and writing Unit 1

Skill area	Goal	Pages
Listening	LISTENING TO AUDIO, MEDIA AND RECORDINGS	17
Reading	READING FOR ORIENTATION	32
	READING FOR INFORMATION AND ARGUMENT	18-21, 22-24
Speaking	INFORMAL DISCUSSION	17, 21, 24
	SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	29
	ADDRESSING AUDIENCES	29
Writing	CREATIVE WRITING	32, 33-34
Communicative language competence	VOCABULARY RANGE	16, 18, 22
	GRAMMATICAL ACCURACY	25, 26, 27, 29-30, 30-31, 32-33

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Listening and speaking Unit 2

Skill area	Goal	Pages
Listening	UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS	49
	LISTENING AS A MEMBER OF A LIVE AUDIENCE	56
	LISTENING TO AUDIO, MEDIA AND RECORDINGS	38-39, 42, 49-50
Speaking	CONVERSATION	37, 43, 48
	INFORMAL DISCUSSION	39, 50
	GOAL-ORIENTED CO-OPERATION	38
	SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	51, 56
	ADDRESSING AUDIENCES	56
Reading	READING FOR INFORMATION AND ARGUMENT	51-53
Communicative language competence	VOCABULARY RANGE	38, 40-41, 47, 48, 54-55
	GRAMMATICAL ACCURACY	44-45, 45-46
	PHONOLOGICAL CONTROL	43
	SOCIOLINGUISTIC APPROPRIATENESS	55
Communication strategies	PLANNING	54, 55, 56

Reading and writing Unit 2

Skill area	Goal	Pages
Listening	LISTENING TO AUDIO, MEDIA AND RECORDINGS	39
Reading	READING FOR INFORMATION AND ARGUMENT	18-21, 22-24
Speaking	CONVERSATION	37, 42
	INFORMAL DISCUSSION	39, 45
Writing	CREATIVE WRITING	54-56
Communicative language competence	VOCABULARY RANGE	38, 40, 43
	GRAMMATICAL ACCURACY	46, 47, 50-51, 51

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Listening and speaking Unit 3

Skill area	Goal	Pages
Listening	LISTENING AS A MEMBER OF A LIVE AUDIENCE	78
	LISTENING TO AUDIO, MEDIA AND RECORDINGS	60-61, 64-65, 71, 75
Speaking	CONVERSATION	59, 60, 61, 63, 65, 72
	INFORMAL DISCUSSION	61, 69, 78
	SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	78
	ADDRESSING AUDIENCES	78
Communicative language competence	VOCABULARY RANGE	60, 62, 67-68, 70, 75-76
	GRAMMATICAL ACCURACY	66-67
	PHONOLOGICAL CONTROL	63, 70-71
Communication strategies	PLANNING	75, 78

Reading and writing Unit 3

Skill area	Goal	Pages
Listening	LISTENING TO AUDIO, MEDIA AND RECORDINGS	61
Reading	READING FOR INFORMATION AND ARGUMENT	62-65, 67-68, 71
Speaking	CONVERSATION	68
	INFORMAL DISCUSSION	61, 65, 68, 72, 75
Writing	CREATIVE WRITING	67-68, 70, 77-78
Communicative language competence	VOCABULARY RANGE	60, 62, 66, 69
	GRAMMATICAL ACCURACY	62, 70, 72-73, 73-74, 75

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Listening and speaking Unit 4

Skill area	Goal	Pages
Listening	UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS	86
	LISTENING AS A MEMBER OF A LIVE AUDIENCE	100
	LISTENING TO AUDIO, MEDIA AND RECORDINGS	83, 86, 93-94
Reading	READING FOR INFORMATION AND ARGUMENT	92, 93, 95, 97
Speaking	CONVERSATION	59, 60, 61, 63, 65, 72
	INFORMAL DISCUSSION	61, 69, 78
	GOAL-ORIENTED CO-OPERATION	95, 99
	INFORMATION EXCHANGE	90
	SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	90, 94, 100
	ADDRESSING AUDIENCES	100
Communicative language competence	VOCABULARY RANGE	82, 85, 87, 92, 99
	GRAMMATICAL ACCURACY	88-89, 89-90
	PHONOLOGICAL CONTROL	94, 91
Communication strategies	PLANNING	97-98. 100

Reading and writing Unit 4

Skill area	Goal	Pages
Listening	LISTENING TO AUDIO, MEDIA AND RECORDINGS	82-83
Reading	READING FOR INFORMATION AND ARGUMENT	85-86, 88-89
Speaking	CONVERSATION	83
	INFORMAL DISCUSSION	83, 87, 88
Writing	CREATIVE WRITING	99-100
Communicative language competence	VOCABULARY RANGE	82, 84, 87, 90, 90-91
	GRAMMATICAL ACCURACY	94-96
	SOCIOLINGUISTIC APPROPRIATENESS	98

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Listening and speaking Unit 5

Skill area	Goal	Pages
Listening	LISTENING AS A MEMBER OF A LIVE AUDIENCE	122
	LISTENING TO AUDIO, MEDIA AND RECORDINGS	104-105, 108-109, 114, 119
Reading	READING FOR INFORMATION AND ARGUMENT	141, 143, 144
Speaking	CONVERSATION	103, 104
	INFORMAL DISCUSSION	105, 109, 120, 122
	GOAL-ORIENTED CO-OPERATION	121
	INFORMATION EXCHANGE	112, 115
	SUSTAINED MONOLOGUE: PUTTING A CASE (E.G. DEBATE)	122
	ADDRESSING AUDIENCES	122
Communicative language competence	VOCABULARY RANGE	104, 105, 107, 109, 113
	GRAMMATICAL ACCURACY	110-111, 112
	PHONOLOGICAL CONTROL	106
	SOCIOLINGUISTIC APPROPRIATENESS	120
Communication strategies	PLANNING	119, 120, 121, 122

Reading and writing Unit 5

Skill area	Goal	Pages
Listening	LISTENING TO AUDIO, MEDIA AND RECORDINGS	105
Reading	READING FOR INFORMATION AND ARGUMENT	108-110, 111-113
Speaking	CONVERSATION	103, 105, 110
	INFORMAL DISCUSSION	113
Writing	CREATIVE WRITING	121-122
Communicative language competence	VOCABULARY RANGE	104, 106, 110, 118-120
	GRAMMATICAL ACCURACY	106, 110-111, 114-115, 117-118

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Listening and speaking Unit 6

Skill area	Goal	Pages
Listening	UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS	130, 138, 139
	LISTENING AS A MEMBER OF A LIVE AUDIENCE	144
	LISTENING TO AUDIO, MEDIA AND RECORDINGS	127, 129-131, 138-139
Speaking	CONVERSATION	125, 126, 135
	INFORMAL DISCUSSION	126, 127, 131, 138, 139, 144
	SUSTAINED MONOLOGUE: PUTTING A CASE (E.G. DEBATE)	127, 144
	ADDRESSING AUDIENCES	127
Communicative language competence	VOCABULARY RANGE	126, 128, 135-136, 137, 142
	GRAMMATICAL ACCURACY	132, 133-134
	PHONOLOGICAL CONTROL	129
	SOCIOLINGUISTIC APPROPRIATENESS	142-143
Communication strategies	PLANNING	142-143, 144

Reading and writing Unit 6

Skill area	Goal	Pages
Listening	LISTENING TO AUDIO, MEDIA AND RECORDINGS	126-127
Reading	READING FOR INFORMATION AND ARGUMENT	129-131, 132-134
Speaking	CONVERSATION	125, 127
	INFORMAL DISCUSSION	134
Writing	CREATIVE WRITING	143-144
Communicative language competence	VOCABULARY RANGE	125, 126, 128, 131, 135, 136
	GRAMMATICAL ACCURACY	139-140, 140-141

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Listening and speaking Unit 7

Skill area	Goal	Pages
Listening	UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS	159-160
	LISTENING AS A MEMBER OF A LIVE AUDIENCE	166
	LISTENING TO AUDIO, MEDIA AND RECORDINGS	149, 151-152, 159-160
Speaking	CONVERSATION	147, 151, 163
	INFORMAL DISCUSSION	148, 149, 153, 161
	INFORMATION EXCHANGE	166
	SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE	166
	ADDRESSING AUDIENCES	166
Communicative language competence	VOCABULARY RANGE	148, 150, 153-154, 158, 164, 165
	GRAMMATICAL ACCURACY	155, 156-157
	PHONOLOGICAL CONTROL	161
Communication strategies	PLANNING	164, 165, 166

Reading and writing Unit 7

Skill area	Goal	Pages
Listening	LISTENING TO AUDIO, MEDIA AND RECORDINGS	149
Reading	READING FOR INFORMATION AND ARGUMENT	151-153, 155-156
Speaking	INFORMAL DISCUSSION	149, 153, 156, 159
Writing	CREATIVE WRITING	165-166
Communicative language competence	VOCABULARY RANGE	148, 150, 154, 158
	GRAMMATICAL ACCURACY	150, 157, 162-163

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Listening and speaking Unit 8

Skill area	Goal	Pages
Listening	LISTENING AS A MEMBER OF A LIVE AUDIENCE	188
	LISTENING TO AUDIO, MEDIA AND RECORDINGS	170-171, 173-175, 180-181
Speaking	CONVERSATION	169, 170, 175, 182
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