

	Unit	Skills	Descriptors
September	Unit 1: The world speaks English	Listening Radio show: Just another pizza order in Manhattan (p. 10)	Can keep up with an animated conversation between native speakers. (B2)
		Speaking Which foreign languages do you know? (p. 8)	Can briefly give reasons and explanations for opinions, plans and actions. (B1)
		Discussion: Why learn English? (p. 11)	Can participate in short conversations in routine contexts on topics of interest. (A2)
		Speaking about languages (p. 15)	Can give a prepared straightforward presentation on a familiar topic [...]. (B1)
		My language learning experiences (p. 16)	Can give a short, rehearsed presentation on a topic pertinent to his/her everyday life [...]. (A2)
		Reading How to learn English (p. 12)	Can understand the main ideas of complex text on both concrete and abstract topics [...]. (B2)
		Not the only show in town (p. 14)	Can recognise significant points in straightforward newspaper articles on familiar subjects. (B1)
		The language school (p. 16)	Can find and understand relevant information in everyday material, [...]. (B1)
		Writing Poster: A poster for a language school (p. 11)	Can write notes [...] getting across comprehensibly the points he/she feels are important. (B1)
		Foreign languages – what for? (p. 17)	Can write accounts of experiences, describing feelings and reactions in simple connected text. (B1)
	Language in use Finding/Using present tense forms (p. 13)		
	Language in use: English as a global language (p. 17)		

Unit	Skills	Descriptors	
October	Unit 2: It's my life	Listening Questions of a career adviser (p. 21)	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives. (B1)
		Jimmy's story (p. 26 f.)	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. (B1)
		Speaking Look at the pictures on these two pages (p. 18)	Can give a simple description or presentation of people [...]. (A2)
		What's in a name? (p. 19)	Can describe people, places and possessions in simple terms. (A2)
		Talk about the questionnaire (p. 21)	Can participate in short conversations in routine contexts on topics of interest. (A2)
		Show and tell (p. 21)	Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision. (B1)
		Say what Naomi is doing next (p. 22)	Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations. (B1)
		Discussion: Instagram – Me, myself and I? (p. 24)	Can give or seek personal views and opinions in discussing topics of interest. (B1)
		Talk about Jimmy (p. 28)	Can relate the plot of a book or film and describe his/her reactions. (B1)
		One of our classmates (p. 31)	Can describe people, places and possessions in simple terms. (A2)
		Reading How I see myself (p. 20)	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. (A2)
		The ultimate guide to Instagram (p. 24)	Can recognise significant points in straightforward newspaper articles on familiar subjects. (B1)
		Jimmy's story (p. 26 f.)	Can scan longer texts in order to locate desired information [...]. (B1)
		Book review <i>The Giver</i> (p. 30)	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. (B1)
		Writing Your plans are part of you (p. 23)	Can write short, simple imaginary biographies and simple poems about people. (A2)
		An e-mail to a school abroad (p. 23)	Can write letters [...] highlighting the personal significance of events and experiences [...]. (B2)
		Your Instagram bio (p. 25)	Can write about everyday aspects of his environment e.g. people, places, a job or study experience [...]. (A2)
		Is it all fake? (p. 31)	Can write personal letters giving news and expressing thoughts about abstract or cultural topics such as music, films. (B1)
Language in use Lucy's interview (p. 23)			
Using conjunctions (p. 29)			
A message from Marco (p. 31)			

Unit	Skills	Descriptors	
October	Unit 3: Travelling the world	Listening Booking a table (p. 40)	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect. (B1)
		We need help! (p. 41)	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect. (B1)
		At the doctor's (p. 41)	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect. (B1)
		Buying a bag (p. 43)	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect. (B1)
		Speaking Guess the picture (p. 32)	Can enter unprepared into conversations on familiar topics. (B1)
		Individual long turn: A trip in pictures (p. 33)	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points. (B1)
		Horror holidays: What's your view? (p. 35)	Can summarise and give his or her opinion about a short story, article, talk, discussion interview, or documentary and answer further questions of detail. (B1)
		Eating habits (p. 38)	Can enter unprepared into conversations on familiar topics. (B1)
		Role play: At a restaurant (p. 40)	Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his field with some confidence. (B1)
		Role play: Make an emergency call (p. 41)	Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his field with some confidence. (B1)
		Passing on information (p. 41)	Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his field with some confidence. (B1)
		The most popular souvenirs (p. 42)	Can enter unprepared into conversations on familiar topics. (B1)
		A phone call: Why won't it work? (p. 43)	Can cope with less routine situations in shops, post office, bank, e.g. returning an unsatisfactory purchase. Can make a complaint. (B1)
		Buying a travel pass (p. 44)	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. (B1)
		Reading A night to remember (p. 34)	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (B1)
		Five unusual places to eat out (p. 38)	Can recognise significant points in straightforward newspaper articles on familiar subjects. (B1)
		How to buy souvenirs (p. 42)	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. (B1)
		Writing Recommending a restaurant (p. 39)	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence. (B1)
		An e-mail of complaint: Complaining with respect (p. 43)	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence. (B1)
		An e-mail of complaint (p. 44)	Can write [...] letters describing experiences, feelings and events in some detail. (B1)
		Language in use Past forms (p. 36 f.)	
		Our trip to Birmingham (p. 44 f.)	

	Unit	Skills	Descriptors
December	Unit 4: Free-time activities	Listening Listening: Be inspired, be a volunteer (p. 49)	Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech. (B1)
		Speaking Graph and pictures (p. 46)	Can give a simple description or presentation of people [...]. (A2)
		Your turn: A sports presentation (p. 48)	Can give a short, rehearsed presentation on a topic pertinent to his/her everyday life [...]. (A2)
		Unusual hobbies: Are they real? (p. 50)	Can give straightforward descriptions on a variety of [...] subjects within his field of interest. (B1)
		Speaking: Interviews (p. 51)	Can express his/her thoughts about abstract or cultural topics such as music, films [...]. (B1)
		Geocaching: Before you read (p. 52)	Can briefly give reasons and explanations for opinions [...]. (B1)
		Reading Reading: Top six of the weirdest hobbies (p. 50)	Can scan longer texts in order to locate desired information [...] in order to fulfil a specific task. (B1)
		Reading: Go geocaching (p. 52)	Can recognise significant points in straightforward [...] articles on familiar subjects. (B1)
		Reading: Disc golf is set up for success (p. 56)	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. (B1)
		Writing Poster: Working for charity (p. 49)	Can write notes [...] getting across comprehensibly the points he/she feels are important. (B1)
		A blog comment on doing charity work? (p. 49)	Can write straightforward connected text on topics, which are familiar, or of personal interest. (B1)
		The history of geocaching (p. 53)	Can synthesise information and arguments from a number of sources. (B2)
		A new sport (p. 56)	Can write personal letters describing experiences, feelings and events in some detail. (B1)
		Language in use Adjectives (p. 51)	
		How to find errors in a text: The Global Positioning System (p. 53)	
Comparatives and superlatives (p. 54)			
"Travel bugs" – a geocaching feature (p. 57)			

Unit	Skills	Descriptors
January Unit 5: Fifteen minutes of fame	Listening What to do about fake news (p. 62)	Can understand a large part of many [...] programmes on topics of personal interest such as interviews, [...] when the delivery is [...] and clear. (B1)
	Interviews about the use of media (p. 70)	Can understand a large part of many [...] programmes on topics of personal interest such as interviews, [...] when the delivery is [...] clear. (B1)
	Speaking Media usage by age (p. 58)	Can describe [...] habits and routines, past activities and personal experiences. (A2)
	Everywhere and at any time (p. 59)	Can describe everyday aspects of his environment e.g. people, places, a job or study experience. (A2)
	Individual long turn: Fake news (p. 62)	Can enter [...] into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life [...]. (B1)
	My (least) favourite TV programme (p. 64)	Can enter [...] into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life [...]. (B1)
	Role play: What do you think about the show? (p. 65)	Can express his/her thoughts about abstract or cultural topics such as music, films. Can explain why something is a problem. (B1)
	Talking about reviews (p. 66)	Can briefly give reasons and explanations for opinions, plans and actions. (B1)
	Discussion: Argue politely (p. 69)	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. (B1)
	Reading Fake news (p. 60)	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (B1)
	Reading skills: Skimming and scanning (p. 63)	Can scan [...] texts in order to locate desired information, and gather information from different parts of a text [...]. (B1)
	Internet project: Use more than one source (p. 63)	Can collate short pieces of information from several sources and summarise them for somebody else. (B1)
	Article: What are docusoaps? (p. 64)	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (B1)
	A movie review (p. 66)	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents. (B1)
	Teenagers prefer social media to TV (p. 71)	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. (B1)
	Writing An interview (p. 61)	Can write accounts of experiences, describing feelings and reactions in simple connected text. (B1)
	What to do about fake news (p. 62)	Can write straightforward connected text on topics, which are familiar, or of personal interest. (B1)
	A blog comment on a TV show (p. 65)	Can write an essay or report [...] giving reasons in support of or against a particular point of view [...]. (B2)
	Disagreeing politely (p. 70)	Can express belief, opinion, agreement and disagreement politely. (B1)
	Language in use Collect personal media vocabulary (p. 59)	
Modal verbs (p. 67)		
How to argue politely (p. 68 f.)		

	Unit	Skills	Descriptors
February	Unit 6: Music	Listening Dialogue: Charlie's video blog (p. 76)	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect. (B1)
		Climax (p. 82)	Can generally follow the main points of extended discussion around him/her, different parts of a provided speech is clearly articulated in standard dialect. (B1)
		Speaking Discussion: Your music and you (p. 73)	Can express his/her thoughts about abstract or cultural topics such as music, films [...]. (B1)
		Paired activity: What does the web mean to DIY musicians? (p. 75)	Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc. (B1)
		First reactions (p. 79)	Can briefly give reasons and explanations for opinions, plans and actions. (B1)
		Internet project: Protest songs (p. 80)	Can collate short pieces of information from several sources and summarise them for somebody else. (B1)
		My favourite band/singer (p. 83)	Can give a short, rehearsed presentation on a topic pertinent to my everyday life. (A2)
		Reading Producing your own music (p. 74 f.)	Can scan longer texts in order to locate desired information, and gather information from different parts of a text [...] in order to fulfil a specific task. (B1)
		Song lyrics: Two protest songs (p. 78 f.)	Can understand the description of events, feelings and wishes [...]. (B1)
		Writing Creating your own rap (p. 81)	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence. (B1)
		Blog comment: File-sharing or "stealing" (p. 83)	Can produce simple connected text on topics, which are familiar, or of personal interest. (B1)
		Language in use Introducing word formation: Useful endings (p. 76)	
		Before you read: The sound of protest (p. 78)	
		Adverb or adjective? (p. 77)	
Language in Use: Word formation (p. 83)			

Unit	Skills	Descriptors
April Unit 8: Crime and suspense	Listening Paranoid Park – Part 2 (p. 101)	Can understand the information content of [...] recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. (B1)
	Watching a video: Crime (p.111)	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect. (B1)
	What to do if you have witnessed a crime (p. 111)	Can understand a large part of many [...] programmes on topics of personal interest such as interviews, [...] when the delivery is [...] and clear. (B1)
	Interview with a crime author (p. 112)	Can understand straightforward factual information about common everyday or job- related topics, identifying both general messages and specific detail, provided speech is clearly articulated in a general familiar accent. (B1)
	Speaking What is a crime? (p. 98)	Can give a simple description or presentation of people [...]. (A2)
	Picture evidence: Who are these people? (p. 99)	Can briefly give reasons and explanations for opinions, plans and actions. (B1)
	Your reaction (p.102)	Can relate the plot of a book or film and describe his/her reactions. (B1)
	Narrative technique: Perspective (p. 102)	Can relate the plot of a book or film [...]. (B1)
	Discussion (p. 102)	Can explain a viewpoint on a topical issue [...]. (B1)
	Paranoid Park and "Deportation at breakfast" (p. 112)	Can compare and contrast alternatives [...]. (B1)
	Reading Paranoid Park (p. 100–102)	Can relate the plot of a book or film and describe his/her reactions. (B1)
	Deportation at breakfast (p. 105–106)	Can scan longer texts in order to locate desired information [...] in order to fulfil a specific task. (B1)
	Writing Writing skills: Story writing (p. 104)	Can narrate a story. (B1)
	What happened in the end? (p. 106)	Can narrate a story. (B1)
	Rewriting a text (p. 109)	Can narrate a story. (B1)
	A short story (p. 113)	Can write a description of an event [...] – real or imagined. (B1)
	Language in use The passive voice (p. 103 und 107)	
	Vocabulary (p. 108)	
	Improving your style (p. 108)	
	Adverbial clauses (p. 109)	
Word formation (p. 110, p. 113)		

	Unit	Skills	Descriptors
May	Unit 9: Australia	Listening Listening skills: Taking notes (p. 116)	Can take notes during a lecture, which are precise enough for his/her own use at a later date, provided the topic is within his/her field of interest and the talk is clear and well structured. (B1)
		Understanding Angela (p. 118) Walkabout (p. 121)	Can take notes as a list of key points [...]. (B1) Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect. (B1)
		Speaking Australia Quiz (p. 114)	Can find out and pass on straightforward factual information. (B1)
		Discussion: Aspects of Australia (p. 115)	Can give or seek personal views and opinions in discussing topics of interest. (B1)
		Your turn: The Aboriginal boy (p. 121)	Can narrate a story. (B1)
		Your turn: A talk about Australia (p. 128)	Can briefly give reasons and explanations for opinions, plans and actions. (B1)
		Reading Story: Walkabout (p. 120)	Can scan longer texts in order to locate desired information, and gather information from different parts of a text [...]. (B1)
		Story: Angela (p. 117)	Can read straightforward [...] texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (B1)
		Angela: Organise the summary (p. 119)	Can summarise the plot and sequence of events in a film or play. (B2)
		Research: The indigenous population of Australia (p. 122)	Can collate short pieces of information from several sources and summarise them for somebody else. (B1)
		First time in "Oz" (p. 124)	Can recognise significant points in straightforward newspaper articles on familiar subjects. (B1)
		Australia – How we see ourselves (p. 126)	Can recognise significant points in straightforward newspaper articles on familiar subjects. (B1)
		Surviving the outback (p. 128)	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. (B1)
		Writing Gracey's story (p. 119)	Can write notes conveying simple information of immediate relevance to friends [...] and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important. (B1)
		Your turn: How to get on with friends (p. 119)	Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences [...]. (B2)
		An e-mail about your holiday (p. 128)	Can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions. (B1)
		Language in use Characterisation (p. 121)	
		Indigenous Australians (p. 122)	
		Wordwise (p. 123)	
		Let, make and have (p. 124)	
Blake's barbie (p. 125)			
Relative pronoun (which/that, whose) or contact clause? (p. 127)			
Sylvia's new job (p. 129)			

	Unit	Skills	Descriptors
June	Unit 10: Books	Listening The future of print media (p. 141)	Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured. (B1)
		The talent competition (p. 142)	Can keep up with an animated conversation between native speakers. (B2)
		Speaking Don't judge a book by its cover (p. 130)	Can give a prepared straightforward presentation on a familiar topic [...] in which the main points are explained with reasonable precision. (B1)
		A book to the film OR a film to the book? (p. 131)	Can relate the plot of a book or film and describe his/her reactions. (B1)
		Talking about books (p. 132)	Can summarise and give his or her opinion about a short story, article, talk, discussion interview, or documentary and answer further questions of detail. (B1)
		Questions on the text (p. 133)	Can summarise and give his or her opinion about a short story, article, talk, discussion interview, or documentary and answer further questions of detail. (B1)
		Why eBooks will/won't replace real books (p. 140)	Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. (B1)
		Reading A book review of <i>Holes</i> by Louis Sachar (p. 133)	Can identify the main conclusions in clearly signalled argumentative texts. (B1)
		Painting pictures with words (p. 134 f.)	Can paraphrase short written passages in a simple fashion, using the original text wording and ordering. (B1)
		Publishing one's own writing (p. 136)	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents. (B1)
		Writing Write your own book review (p. 134)	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence. (B1)
		Your turn: Write your own poem! (p. 137)	Can write [...] simple poems about people. (A2)
		An e-mail to a newspaper (p. 141)	Can summarise, report and give his/her opinion about accumulated factual information [...] with some confidence. (B1)
		eBooks or printed books? (p. 142)	Can collate short pieces of information from several sources and summarise them for somebody else. (B1)
Language in use Conditional clauses (p. 138 f.)			
Talking about possible and imaginary events using the conditional (p. 143)			
An expensive book (p. 143)			