

***English Unlimited Elementary* and the Common European Framework of Reference for Languages (CEF)**

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Part 1

The level of *English Unlimited Elementary*

This table shows the six 'criterion' levels of the CEF (A1, A2, B1, B2, C1, C2) and the three 'plus' levels (A2+, B1+, B2+).

English Unlimited Elementary reviews areas of A1, completes A2 and moves well into A2+.

ALTE level	Cambridge exams	IELTS exams	CEF levels	<i>English Unlimited</i>
5	Certificate of Proficiency in English CPE	7.5	C2 Mastery	<i>English Unlimited Elementary</i>
4	Certificate in Advanced English CAE	6.5	C1 Operational Proficiency	
			B2+	
3	First Certificate in English FCE	5.5	B2 Vantage	
			B1+	
2	Preliminary English Test PET	4	B1 Threshold	
			A2+	
1	Key English Test KET	3	A2 Waystage	
Breakthrough			A1 Breakthrough	

Part 2

Selection of scales from the CEF

English Unlimited Elementary aims to enable learners to achieve goals from the following scales of the CEF. For convenience, the scales are organised under four headings: speaking, writing, listening and reading.

SPEAKING	<ul style="list-style-type: none">• Describing experience• Conversation• Informal discussion• Goal-oriented co-operation• Transactions to obtain goods and services• Information exchange• Turntaking• Co-operating• Asking for clarification
WRITING	<ul style="list-style-type: none">• Creative writing• Correspondence• Notes, messages and forms
LISTENING	<ul style="list-style-type: none">• Overall listening comprehension• Understanding conversation• Listening to announcements and instructions• Listening to audio media and recordings
READING	<ul style="list-style-type: none">• Overall reading comprehension• Reading correspondence• Reading for orientation• Reading for information and argument• Reading instructions

Part 3

Map A: how the goals of the CEF are realised in *English Unlimited Elementary*

Key

5.1 – Unit 5, lesson 1

5.2 – Unit 5, lesson 2

5.T – Unit 5, Target activity

5.S – Unit 5, Explore speaking page

6.W – Unit 6, Explore writing page

SPEAKING

CEF goals	<i>English Unlimited Elementary</i> goals
Describing experience	
can give short, basic descriptions of events and activities (A2+)	3.2 talk about habits and customs 4.1, 4.2, 4.T talk about past events 4.1 talk about first times 4.T talk about important events in your life 7.2, 7.T describe present activities 11.2, 11.T tell a story 11.T talk about a journey
can describe plans and arrangements, habits and routines, past activities and personal experiences (A2+)	3.2 talk about habits and customs 4.1, 4.2, 4.T talk about past events 4.1 talk about first times 4.2 talk about trips 4.T talk about important events in your life 11.T talk about a journey 13.1, 13.2, 13.T talk about experiences 13.1 say what you've never done and always wanted to do 13.2 talk about places you've been to 14.2, 14.T talk about hopes and plans
can explain what he/she likes or dislikes about something (A2+)	6.2 talk about preferences and give reasons
can describe his/her family, living conditions, educational background, present or most recent job (A2)	1.2, 1.T talk about present and past jobs 3.1, 3.2 say what you do in your free time 5.1 talk about cities and neighbourhoods 5.2 talk about homes 7.1, 7.T talk about work and studies 8.1 talk about your family
can describe people, places and possessions in simple terms (A2)	1.1, 1.T say who people are 1.T say how you know people 5.1, 5.T talk about cities and neighbourhoods 5.2, 5.T talk about homes 8.1 talk about your family 8.1, 8.T describe people's personality 8.2, 8.T describe people's appearance 8.T describe relationships

Conversation	
can participate in short conversations in routine contexts on topics of interest (A2+)	3.2 say what you do in your free time 3.2 talk about habits and customs 4.2 talk about trips 4.T talk about important events in your life 5.1 talk about cities and neighbourhoods 5.2 talk about homes 6.1 talk about shopping 6.2 talk about food 7.1, 7.T talk about work and studies 7.2, 7.T describe present activities 7.S say when you're not sure about facts and numbers 8.1 talk about your family 8.T describe relationships 10.1, 10.T talk about films 12.1, 12.2, 12.T talk about health 13.1, 13.2, 13.T talk about experiences 13.1 say what you've never done and always wanted to do 13.2 talk about places you've been to 14.1 talk about lifestyles 14.1 talk about hopes and plans
can express how he/she feels in simple terms (A2+)	6.2 talk about preferences and give reasons 14.1, 14.T give opinions
can make and respond to invitations (A2)	3.T make and respond to invitations
can say what he/she likes and dislikes (A2)	2.2, 2.T say what your interests are 2.2, 2.T say what you want to do 3.1, 3.T say what you like and dislike
can make an introduction and use basic greeting and leave-taking expressions (A1)	Intro introduce yourself 1.1 introduce people 1.1 say who people are
Informal discussion	
can make and respond to suggestions (A2+)	10.1, 10.2, 10.T make and respond to suggestions 12.2, 12.T give advice
can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly (A2)	9.1, 9.T get information in places you visit 9.2, 9.T compare ways of travelling
can discuss what to do, where to go and make arrangements to meet (A2)	2.T say what your interests are 2.T say what you want to do 3.T make and respond to invitations 7.2 say why you can't do things 10.1, 10.2, 10.T make and respond to suggestions 10.2, 10.T make arrangements to meet 14.T give opinions 14.T make plans

Goal-oriented co-operation	
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)	2.1, 2.T make and respond to requests 2.1, 2.T make and respond to offers 9.1, 9.T get information in places you visit 9.2, 9.T compare ways of travelling 10.1, 10.2, 10.T make and respond to suggestions 10.2, 10.T make arrangements to meet 14.T give opinions 14.T make plans
can ask people for things, and give people things (A1)	2.1, 2.T make and respond to requests
Transactions to obtain goods and services	
can ask for and provide everyday goods and services (A2)	6.1, 6.T buy things 6.T order a meal 12.1 talk about health 12.1 buy things in a pharmacy
can get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets (A2)	9.T get information in places you visit 9.T compare ways of travelling 9.T buy a ticket 11.1 check in and board a flight
can give and receive information about quantities, numbers, prices, etc. (A2)	6.1, 6.T buy things
can make simple purchases by stating what is wanted and asking the price (A2)	6.1, 6.T buy things 6.T order a meal
can order a meal (A2)	6.T order a meal
Information exchange	
can ask and answer questions about habits and routines (A2+)	3.1 say what you do in your free time 3.2 talk about habits and customs 4.2 talk about trips 6.1 talk about shopping 6.2 talk about food 7.1, 7.T talk about work and studies 14.1 talk about lifestyles
can ask and answer questions about past activities (A2+)	4.2, 4.T talk about past events 4.T talk about important events in your life 11.T talk about a journey 13.2, 13.T talk about experiences 13.2 talk about places you've been to 13.T find out information about things
can give and follow simple directions and instructions, e.g. explain how to get somewhere (A2+)	9.1, 9.T get information in places you visit 9.2, 9.T compare ways of travelling
can ask and answer questions about what they do at work and in free time (A2)	3.2 say what you do in your free time 7.1, 7.T talk about work and studies
can ask for and provide personal information (A2)	1.1 introduce people 1.1, 1.T say who people are 1.2, 1.T talk about present and past jobs 1.T say how you know people 7.1, 7.T talk about work and studies 8.1 talk about your family 8.T describe relationships 14.2 talk about hopes and plans

can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics (A1)	Intro ask for and give personal information Intro say what you can do
Turntaking	
can use simple techniques to start, maintain, or end a short conversation (A2+)	11.S use questions to develop a conversation 11.S change the topic of a conversation 13.S start and finish conversations in different situations
can ask for attention (A2)	13.S start and finish conversations in different situations
Co-operating	
can indicate when he/she is following (A2)	3.S show you understand 5.S show interest in a conversation 9.S correct yourself and other people 9.S check and summarise information
Asking for clarification	
can ask very simply for repetition when he/she does not understand (A2+)	1.S ask people to repeat 3.S ask people to repeat and speak more slowly
can ask for clarification about key words or phrases not understood using stock phrases (A2+)	1.S ask questions to check information
can say he/she didn't follow (A2)	1.S ask people to repeat 3.S ask people to repeat and speak more slowly

WRITING

CEF goals	English Unlimited Elementary goals
Creative writing	
can write about everyday aspects of his/her environment, e.g. people, places, a job or study experience in linked sentences (A2+)	14.W write a profile for a networking website
can write very short, basic descriptions of events, past activities and personal experiences (A2+)	4.W write a personal letter or email giving news 8.W write a web posting giving an opinion 14.W write a profile for a networking website
can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job (A2)	Sentence-writing tasks: 2.2 A profile for Sofasurfing.com 3.1 For me, happiness is ... 5.1 Where you live, work and study 5.2 House-sit for a friend 6.2 Shopping and food 7.1 Your work and studies 7.2 Describe a picture 8.2 Describe a famous person 9.2 A journey you like 13.1 Things you've never done 14.2 Things you've done, things you'd like to do
Correspondence	
can write very simple personal letters expressing thanks and apology (A2)	10.W write a thank-you note 12.W apologise in an email or note
Notes, messages and forms	
can take a short, simple message provided he/she can ask for repetition and reformulation (A2)	3.S take a phone message 3.S ask people to repeat and speak more slowly

can write short, simple notes and messages relating to matters in areas of immediate need (A2)	2.W write a letter or email requesting something 6.W write short practical requests and reminders 10.W write and reply to an invitation 10.W write a thank-you note 12.W apologise in an email or note
can write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country, etc. such as on a hotel registration form (A1)	Intro fill in a form

LISTENING

CEF goals	<i>English Unlimited Elementary</i> listening materials
Overall listening comprehension	
can understand enough to be able to meet needs of a concrete everyday type provided speech is clearly and slowly articulated (A2+)	4.2 Sang-mi's business trip 5.2 House-sitting 5.T Alicja looks for a room 6.1 Jon goes shopping 6.T At an airport café 7.2 Dean on the phone 9.1 Vijay visits Lucknow 9.T Vijay buys a ticket 10.1 Jon and Mia discuss going to the cinema 10.2 John and Kimiko arrange to meet 10.T Friends arrange a film night 11.1 Belinda at the airport 12.1 Marc at the pharmacy 13.T Kieran asks about restaurants 14.T A weekend in La Mauricie
can understand phrases and expressions related to areas of most immediate priority provided speech is clearly and slowly articulated (A2)	Intro Agata signs up for a course 1.1 Rob's family and friends 2.1 Carly asks for things from home 2.T Erkan takes care of a guest 3.T Rocio and Léon invite friends out
Understanding conversation	
can generally identify the topic of discussion around him/her, when it is conducted slowly and clearly (A2)	1.1 Rob's family and friends 4.2 Sang-mi's business trip 6.1 About shopping 7.T Dmitri and Liam talk about what they do 8.1 Onyinye's family 13.2 Monica and Pilar talk about places they've been
Listening to announcements and instructions	
can understand simple directions relating to how to get from X to Y, by foot or public transport (A2)	9.1 Vijay visits Lucknow 9.T Vijay buys a ticket
Listening to audio media and recordings	
can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly (A2)	1.T Michel and Donna talk about people they know well 2.1 What do you miss? 3.2 Min and Paul talk about New Year 4.T From Nigeria to Scotland 8.T Someone I admire 11.T Sam's journey 13.1 I've always wanted to ... 14.2 Barry Cox

READING

CEF goals	<i>English Unlimited Elementary reading materials</i>
Overall reading comprehension	
can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language (A2+)	4.1 Three small things that changed the world 5.1 I live here but I work 800 kilometres away 6.2 Weird fruit and veg 7.1 So what do you do all day? 8.1 How we met: Vikram Seth and Ed Smith 8.2 Changing image 9.2 One-wheeled wonder 10.2 Jon and Kimiko exchange messages 11.2 Help! Belinda's spider story 13.1 Happy to say, I've never ... 13.2 Salto Angel, Güell Park, the Taj Mahal 14.1 Keep your brain in top condition
can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items (A2)	2.2 Sofasurfing.com 2.T Erkan takes care of a guest 3.1 Happiness is ...
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)	1.2 Life's work
Reading for orientation	
can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables (A2)	5.T Dublin Capital Rentals.com (goal: find information in adverts for rooms) 6.T A café menu 10.1 International film week (goal: find information in a cinema programme) 11.1 A boarding pass 11.1 An airport departures board 14.T A tourist information website
Reading for information and argument	
can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events (A2)	2.2 Sofasurfing.com 2.T Erkan takes care of a guest 3.1 Happiness is ... 4.1 Three small things that changed the world 5.1 I live here but I work 800 kilometres away 6.2 Weird fruit and veg 7.1 So what do you do all day? 8.1 How we met: Vikram Seth and Ed Smith 8.2 Changing image 9.2 One-wheeled wonder 11.2 Help! Belinda's spider story 13.2 Salto Angel, Güell Park, the Taj Mahal 14.1 Keep your brain in top condition
can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support (A1)	1.2 Life's work
Reading instructions	
can understand simple instructions (A2)	12.1 Marc at the pharmacy (goal: understand instructions on medicines) 12.2 Home remedies 12.T Stay healthy in the workplace

Part 4

Map B: how each unit of *English Unlimited Elementary* relates to the CEF

Key

5.1 – Unit 5, lesson 1

5.2 – Unit 5, lesson 2

5.T – Unit 5, Target activity

5.S – Unit 5, Explore speaking page

6.W – Unit 6, Explore writing page

INTRO UNIT

English Unlimited Elementary goals and materials	CEF goals
<ul style="list-style-type: none">• introduce yourself• ask for and give personal information• say what you can do • Listening: Agata signs up for a course • Writing: fill in a form	<ul style="list-style-type: none">• can make an introduction and use basic greeting and leave-taking expressions (Conversation, A1)• can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics (Information exchange, A1)• can understand phrases and expressions related to areas of most immediate priority provided speech is clearly and slowly articulated (Overall listening comprehension, A2)• can write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country, etc. such as on a hotel registration form (Notes, messages and forms, A1)

UNIT 1

English Unlimited Elementary goals and materials	CEF goals
1.1 <ul style="list-style-type: none"> • introduce people • say who people are • Listening: Rob's family and friends 	<ul style="list-style-type: none"> • can make an introduction and use basic greeting and leave-taking expressions (Conversation, A1) • can describe people, places and possessions in simple terms (Describing experience, A2) • can ask for and provide personal information (Information exchange, A2) • can understand phrases and expressions related to areas of most immediate priority provided speech is clearly and slowly articulated (Overall listening comprehension, A2) • can generally identify the topic of discussion around him/her, when it is conducted slowly and clearly (Understanding conversation, A2)
1.2 <ul style="list-style-type: none"> • talk about present and past jobs • Reading: Life's work 	<ul style="list-style-type: none"> • can describe his/her family, living conditions, educational background, present or most recent job (Describing experience, A2) • can ask for and provide personal information (Information exchange, A2) • can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required (Overall reading comprehension, A1) • can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support (Reading for information and argument, A1)
1.T <ul style="list-style-type: none"> • say who people are • talk about present and past jobs • say how you know people • Listening: Michel and Donna talk about people they know well 	<ul style="list-style-type: none"> • can describe his/her family, living conditions, educational background, present or most recent job (Describing experience, A2) • can describe people, places and possessions in simple terms (Describing experience, A2) • can ask for and provide personal information (Information exchange, A2) • can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly (Listening to audio media and recordings, A2)
1.S <ul style="list-style-type: none"> • ask people to repeat • ask questions to check information 	<ul style="list-style-type: none"> • can say he/she didn't follow (Asking for clarification, A2) • can ask very simply for repetition when he/she does not understand (Asking for clarification, A2+) • can ask for clarification about key words or phrases not understood using stock phrases (Asking for clarification, A2+)

UNIT 2

English Unlimited Elementary goals and materials	CEF goals
2.1 <ul style="list-style-type: none"> • make and respond to requests • make and respond to offers • Listening: What do you miss? • Listening: Carly asks for things from home 	<ul style="list-style-type: none"> • can ask people for things, and give people things (Goal-oriented co-operation, A1) • 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 (Goal-oriented co-operation, A2) • can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly (Listening to audio media and recordings, A2) • can understand phrases and expressions related to areas of most immediate priority provided speech is clearly and slowly articulated (Overall listening comprehension, A2)
2.2 <ul style="list-style-type: none"> • say what your interests are • say what you want to do • Reading: Sofasurfing.com • Writing: A profile for Sofasurfing.com 	<ul style="list-style-type: none"> • can say what he/she likes and dislikes (Conversation, A2) • can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items (Overall reading comprehension, A2) • can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events (Reading for information and argument, A2) • can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job (Creative writing, A2)
2.T <ul style="list-style-type: none"> • make and respond to requests • make and respond to offers • say what your interests are • say what you want to do • Reading and listening: Erkan takes care of a guest 	<ul style="list-style-type: none"> • can ask people for things, and give people things (Goal-oriented co-operation, A1) • 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 (Goal-oriented co-operation, A2) • can say what he/she likes and dislikes (Conversation, A2) • can discuss what to do, where to go and make arrangements to meet (Informal discussion, A2) • can understand phrases and expressions related to areas of most immediate priority provided speech is clearly and slowly articulated (Overall listening comprehension, A2) • can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items (Overall reading comprehension, A2) • can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events (Reading for information and argument, A2)
2.W <ul style="list-style-type: none"> • write a letter or email requesting something 	<ul style="list-style-type: none"> • can write short, simple notes and messages relating to matters in areas of immediate need (Notes, messages and forms, A2)

UNIT 3

English Unlimited Elementary goals and materials	CEF goals
3.1 <ul style="list-style-type: none"> • say what you do in your free time • say what you like and dislike • Reading: Happiness is ... • Writing: For me, happiness is ... 	<ul style="list-style-type: none"> • can describe his/her family, living conditions, educational background, present or most recent job (Describing experience, A2) • can say what he/she likes and dislikes (Conversation, A2) • can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items (Overall reading comprehension, A2) • can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events (Reading for information and argument, A2) • can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job (Creative writing, A2)
3.2 <ul style="list-style-type: none"> • say what you do in your free time • talk about habits and customs • Listening: Min and Paul talk about New Year 	<ul style="list-style-type: none"> • can describe his/her family, living conditions, educational background, present or most recent job (Describing experience, A2) • can give short, basic descriptions of events and activities (Describing experience, A2+) • can describe plans and arrangements, habits and routines, past activities and personal experiences (Describing experience, A2+) • can participate in short conversations in routine contexts on topics of interest (Conversation, A2+) • can ask and answer questions about what they do at work and in free time (Information exchange, A2) • can ask and answer questions about habits and routines (Information exchange, A2+) • can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly (Listening to audio media and recordings, A2)
3.T <ul style="list-style-type: none"> • say what you like and dislike • make and respond to invitations • Listening: Rocío and León invite friends out 	<ul style="list-style-type: none"> • can say what he/she likes and dislikes (Conversation, A2) • can make and respond to invitations (Conversation, A2) • can discuss what to do, where to go and make arrangements to meet (Informal discussion, A2) • can understand phrases and expressions related to areas of most immediate priority provided speech is clearly and slowly articulated (Overall listening comprehension, A2)
3.S <ul style="list-style-type: none"> • take a phone message • ask people to repeat and speak more slowly • show you understand 	<ul style="list-style-type: none"> • can take a short, simple message provided he/she can ask for repetition and reformulation (Notes, messages and forms, A2) • can say he/she didn't follow (Asking for clarification, A2) • can ask very simply for repetition when he/she does not understand (Asking for clarification, A2+) • can indicate when he/she is following (Co-operating, A2)

UNIT 4

English Unlimited Elementary goals and materials	CEF goals
4.1 <ul style="list-style-type: none"> • talk about past events • talk about first times • Reading: Three small things that changed the world 	<ul style="list-style-type: none"> • can give short, basic descriptions of events and activities (Describing experience, A2+) • can describe plans and arrangements, habits and routines, past activities and personal experiences (Describing experience, A2+) • can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language (Overall reading comprehension, A2+) • can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events (Reading for information and argument, A2)
4.2 <ul style="list-style-type: none"> • talk about past events • talk about trips • Listening: Sang-mi's business trip 	<ul style="list-style-type: none"> • can give short, basic descriptions of events and activities (Describing experience, A2+) • can describe plans and arrangements, habits and routines, past activities and personal experiences (Describing experience, A2+) • can ask and answer questions about past activities (Information exchange, A2+) • can participate in short conversations in routine contexts on topics of interest (Conversation, A2+) • can ask and answer questions about habits and routines (Information exchange, A2+) • can understand enough to be able to meet needs of a concrete everyday type provided speech is clearly and slowly articulated (Overall listening comprehension, A2+) • can generally identify the topic of discussion around him/her, when it is conducted slowly and clearly (Understanding conversation, A2)
4.T <ul style="list-style-type: none"> • talk about past events • talk about important events in your life • Listening: From Nigeria to Scotland 	<ul style="list-style-type: none"> • can give short, basic descriptions of events and activities (Describing experience, A2+) • can describe plans and arrangements, habits and routines, past activities and personal experiences (Describing experience, A2+) • can ask and answer questions about past activities (Information exchange, A2+) • can participate in short conversations in routine contexts on topics of interest (Conversation, A2+) • can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly (Listening to audio media and recordings, A2)
4.W <ul style="list-style-type: none"> • write a personal letter or email giving news 	<ul style="list-style-type: none"> • can write very short, basic descriptions of events, past activities and personal experiences (Creative writing, A2+)

UNIT 5

English Unlimited Elementary goals and materials	CEF goals
5.1 <ul style="list-style-type: none"> • talk about cities and neighbourhoods • Reading: I live here but I work 800 kilometres away • Writing: Where you live, work and study 	<ul style="list-style-type: none"> • can describe his/her family, living conditions, educational background, present or most recent job (Describing experience, A2) • can describe people, places and possessions in simple terms (Describing experience, A2) • can participate in short conversations in routine contexts on topics of interest (Conversation, A2+) • can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language (Overall reading comprehension, A2+) • can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events (Reading for information and argument, A2) • can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job (Creative writing, A2)
5.2 <ul style="list-style-type: none"> • talk about homes • Listening: House-sitting • Writing: House-sit for a friend 	<ul style="list-style-type: none"> • can describe his/her family, living conditions, educational background, present or most recent job (Describing experience, A2) • can describe people, places and possessions in simple terms (Describing experience, A2) • can participate in short conversations in routine contexts on topics of interest (Conversation, A2+) • can understand enough to be able to meet needs of a concrete everyday type provided speech is clearly and slowly articulated (Overall listening comprehension, A2+) • can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job (Creative writing, A2)
5.T <ul style="list-style-type: none"> • talk about cities and neighbourhoods • talk about homes • Reading: Dublin Capital Rentals.com (goal: find information in adverts for rooms) • Listening: Alicja looks for a room 	<ul style="list-style-type: none"> • can describe people, places and possessions in simple terms (Describing experience, A2) • can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables (Reading for orientation, A2) • can understand enough to be able to meet needs of a concrete everyday type provided speech is clearly and slowly articulated (Overall listening comprehension, A2+)
5.S <ul style="list-style-type: none"> • show interest in a conversation 	<ul style="list-style-type: none"> • can indicate when he/she is following (Co-operating, A2)

UNIT 6

English Unlimited Elementary goals and materials	CEF goals
6.1 <ul style="list-style-type: none"> • talk about shopping • buy things • Listening: About shopping • Listening: Jon goes shopping 	<ul style="list-style-type: none"> • can participate in short conversations in routine contexts on topics of interest (Conversation, A2+) • can ask and answer questions about habits and routines (Information exchange, A2+) • can ask for and provide everyday goods and services (Transactions to obtain good and services, A2) • can give and receive information about quantities, numbers, prices, etc. (Transactions to obtain good and services, A2) • can make simple purchases by stating what is wanted and asking the price (Transactions to obtain good and services, A2) • can generally identify the topic of discussion around him/her, when it is conducted slowly and clearly (Understanding conversation, A2) • can understand enough to be able to meet needs of a concrete everyday type provided speech is clearly and slowly articulated (Overall listening comprehension, A2+)
6.2 <ul style="list-style-type: none"> • talk about preferences and give reasons • talk about food • Reading: Weird fruit and veg • Writing: Shopping and food 	<ul style="list-style-type: none"> • can explain what he/she likes or dislikes about something (Describing experience, A2+) • can express how he/she feels in simple terms (Conversation, A2+) • can participate in short conversations in routine contexts on topics of interest (Conversation, A2+) • can ask and answer questions about habits and routines (Information exchange, A2+) • can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language (Overall reading comprehension, A2+) • can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events (Reading for information and argument, A2) • can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job (Creative writing, A2)
6.T <ul style="list-style-type: none"> • buy things • order a meal • Reading: A café menu (goal: order a meal) • Listening: At an airport café 	<ul style="list-style-type: none"> • can ask for and provide everyday goods and services (Transactions to obtain good and services, A2) • can give and receive information about quantities, numbers, prices, etc. (Transactions to obtain good and services, A2) • can make simple purchases by stating what is wanted and asking the price (Transactions to obtain good and services, A2) • can order a meal (Transactions to obtain good and services, A2) • can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables (Reading for orientation, A2) • can understand enough to be able to meet needs of a concrete everyday type provided speech is clearly and slowly articulated (Overall listening comprehension, A2+)
6.W <ul style="list-style-type: none"> • write short practical requests and reminders 	<ul style="list-style-type: none"> • can write short, simple notes and messages relating to matters in areas of immediate need (Notes, messages and forms, A2)

UNIT 7

English Unlimited Elementary goals and materials	CEF goals
<p>7.1</p> <ul style="list-style-type: none"> • talk about work and studies • Reading: So what do you do all day? • Writing: Your work and studies 	<ul style="list-style-type: none"> • can describe his/her family, living conditions, educational background, present or most recent job (Describing experience, A2) • can ask and answer questions about what they do at work and in free time (Information exchange, A2) • can ask for and provide personal information (Information exchange, A2) • can participate in short conversations in routine contexts on topics of interest (Conversation, A2+) • can ask and answer questions about habits and routines (Information exchange, A2+) • can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language (Overall reading comprehension, A2+) • can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events (Reading for information and argument, A2) • can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job (Creative writing, A2)
<p>7.2</p> <ul style="list-style-type: none"> • describe present activities • say why you can't do things • Listening: Dean on the phone • Writing: Describe a picture 	<ul style="list-style-type: none"> • can give short, basic descriptions of events and activities (Describing experience, A2+) • can participate in short conversations in routine contexts on topics of interest (Conversation, A2+) • can discuss what to do, where to go and make arrangements to meet (Informal discussion, A2) • can understand enough to be able to meet needs of a concrete everyday type provided speech is clearly and slowly articulated (Overall listening comprehension, A2+) • can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job (Creative writing, A2)
<p>7.T</p> <ul style="list-style-type: none"> • talk about work and studies • describe present activities • Listening: Dmitri and Liam talk about what they do 	<ul style="list-style-type: none"> • can describe his/her family, living conditions, educational background, present or most recent job (Describing experience, A2) • can ask and answer questions about what they do at work and in free time (Information exchange, A2) • can ask for and provide personal information (Information exchange, A2) • can give short, basic descriptions of events and activities (Describing experience, A2+) • can participate in short conversations in routine contexts on topics of interest (Conversation, A2+) • can ask and answer questions about habits and routines (Information exchange, A2+) • can generally identify the topic of discussion around him/her, when it is conducted slowly and clearly (Understanding conversation, A2)
<p>7.S</p> <ul style="list-style-type: none"> • say when you're not sure about facts and numbers 	<ul style="list-style-type: none"> • can participate in short conversations in routine contexts on topics of interest (Conversation, A2+)

UNIT 8

English Unlimited Elementary goals and materials	CEF goals
<p>8.1</p> <ul style="list-style-type: none"> • talk about your family • describe people’s personality <ul style="list-style-type: none"> • Listening: Onyinye’s family <ul style="list-style-type: none"> • Reading: How we met: Vikram Seth and Ed Smith 	<ul style="list-style-type: none"> • can describe his/her family, living conditions, educational background, present or most recent job (Describing experience, A2) • can describe people, places and possessions in simple terms (Describing experience, A2) • can participate in short conversations in routine contexts on topics of interest (Conversation, A2+) • can ask for and provide personal information (Information exchange, A2) • can generally identify the topic of discussion around him/her, when it is conducted slowly and clearly (Understanding conversation, A2) • can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language (Overall reading comprehension, A2+) • can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events (Reading for information and argument, A2)
<p>8.2</p> <ul style="list-style-type: none"> • describe people’s appearance <ul style="list-style-type: none"> • Reading: Changing image <ul style="list-style-type: none"> • Writing: Describe a famous person 	<ul style="list-style-type: none"> • can describe people, places and possessions in simple terms (Describing experience, A2) • can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language (Overall reading comprehension, A2+) • can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events (Reading for information and argument, A2) • can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job (Creative writing, A2)
<p>8.T</p> <ul style="list-style-type: none"> • describe people’s personality • describe people’s appearance • describe relationships <ul style="list-style-type: none"> • Listening: Someone I admire 	<ul style="list-style-type: none"> • can describe people, places and possessions in simple terms (Describing experience, A2) • can participate in short conversations in routine contexts on topics of interest (Conversation, A2+) • can ask for and provide personal information (Information exchange, A2) • can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly (Understanding audio media and recordings, A2)
<p>8.W</p> <ul style="list-style-type: none"> • write a web posting giving an opinion 	<ul style="list-style-type: none"> • can write very short, basic descriptions of events, past activities and personal experiences (Creative writing, A2+)

UNIT 9

English Unlimited Elementary goals and materials	CEF goals
9.1 <ul style="list-style-type: none"> • get information in places you visit • Listening: Vijay visits Lucknow 	<ul style="list-style-type: none"> • can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly (Informal discussion, A2) • 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 (Goal-oriented co-operation, A2) • can give and follow simple directions and instructions, e.g. explain how to get somewhere (Information exchange, A2+) • can understand enough to be able to meet needs of a concrete everyday type provided speech is clearly and slowly articulated (Overall listening comprehension, A2+) • can understand simple directions relating to how to get from X to Y, by foot or public transport (Listening to announcements and instructions, A2)
9.2 <ul style="list-style-type: none"> • compare ways of travelling • Reading: One-wheeled wonder • Writing: A journey you like 	<ul style="list-style-type: none"> • can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly (Informal discussion, A2) • 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 (Goal-oriented co-operation, A2) • can give and follow simple directions and instructions, e.g. explain how to get somewhere (Information exchange, A2+) • can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language (Overall reading comprehension, A2+) • can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events (Reading for information and argument, A2) • can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job (Creative writing, A2)
9.T <ul style="list-style-type: none"> • get information in places you visit • compare ways of travelling • buy a ticket • Listening: Vijay buys a ticket 	<ul style="list-style-type: none"> • can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly (Informal discussion, A2) • 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 (Goal-oriented co-operation, A2) • can give and follow simple directions and instructions, e.g. explain how to get somewhere (Information exchange, A2+) • can get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets (Transactions to obtain goods and services, A2+) • can understand enough to be able to meet needs of a concrete everyday type provided speech is clearly and slowly articulated (Overall listening comprehension, A2+) • can understand simple directions relating to how to get from X to Y, by foot or public transport (Listening to announcements and instructions, A2)
9.S <ul style="list-style-type: none"> • correct yourself and other people • check and summarise information 	<ul style="list-style-type: none"> • can indicate when he/she is following (Co-operating, A2)

UNIT 10

English Unlimited Elementary goals and materials	CEF goals
<p>10.1</p> <ul style="list-style-type: none"> • talk about films • make and respond to suggestions <ul style="list-style-type: none"> • Reading: International film week (goal: find information in a cinema programme) • Listening: Jon and Mia discuss going to the cinema 	<ul style="list-style-type: none"> • can participate in short conversations in routine contexts on topics of interest (Conversation, A2+) • can make and respond to suggestions (Informal discussion, A2+) • can discuss what to do, where to go and make arrangements to meet (Informal discussion, A2) • 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 (Goal-oriented co-operation, A2) • can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables (Reading for orientation, A2) • can understand enough to be able to meet needs of a concrete everyday type provided speech is clearly and slowly articulated (Overall listening comprehension, A2+)
<p>10.2</p> <ul style="list-style-type: none"> • make and respond to suggestions • make arrangements to meet <ul style="list-style-type: none"> • Reading: Jon and Kimiko exchange messages • Listening: John and Kimiko arrange to meet 	<ul style="list-style-type: none"> • can make and respond to suggestions (Informal discussion, A2+) • can discuss what to do, where to go and make arrangements to meet (Informal discussion, A2) • 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 (Goal-oriented co-operation, A2) • can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language (Overall reading comprehension, A2+) • can understand enough to be able to meet needs of a concrete everyday type provided speech is clearly and slowly articulated (Overall listening comprehension, A2+)
<p>10.T</p> <ul style="list-style-type: none"> • talk about films • make and respond to suggestions • make arrangements to meet <ul style="list-style-type: none"> • Listening: Friends arrange a film night 	<ul style="list-style-type: none"> • can participate in short conversations in routine contexts on topics of interest (Conversation, A2+) • can make and respond to suggestions (Informal discussion, A2+) • can discuss what to do, where to go and make arrangements to meet (Informal discussion, A2) • 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 (Goal-oriented co-operation, A2) • can understand enough to be able to meet needs of a concrete everyday type provided speech is clearly and slowly articulated (Overall listening comprehension, A2+)
<p>10.W</p> <ul style="list-style-type: none"> • write and reply to an invitation • write a thank-you note 	<ul style="list-style-type: none"> • can write short, simple notes and messages relating to matters in areas of immediate need (Notes, messages and forms, A2) • can write very simple personal letters expressing thanks and apology (Correspondence, A2)

UNIT 11

English Unlimited Elementary goals and materials	CEF goals
11.1 <ul style="list-style-type: none"> • check in and board a flight • Reading: A boarding pass • Reading: An airport departures board • Listening: Belinda at the airport 	<ul style="list-style-type: none"> • can get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets (Transactions to obtain goods and services, A2) • can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables (Reading for orientation, A2) • can understand enough to be able to meet needs of a concrete everyday type provided speech is clearly and slowly articulated (Overall listening comprehension, A2+)
11.2 <ul style="list-style-type: none"> • tell a story • Reading: Help! Belinda's spider story 	<ul style="list-style-type: none"> • can give short, basic descriptions of events and activities (Describing experience, A2+) • can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language (Overall reading comprehension, A2+) • can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events (Reading for information and argument, A2)
11.T <ul style="list-style-type: none"> • tell a story • talk about a journey • Listening: Sam's journey 	<ul style="list-style-type: none"> • can give short, basic descriptions of events and activities (Describing experience, A2+) • can describe plans and arrangements, habits and routines, past activities and personal experiences (Describing experience, A2+) • can ask and answer questions about past activities (Information exchange, A2+) • can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly (Listening to audio media and recordings, A2)
11.S <ul style="list-style-type: none"> • use questions to develop a conversation • change the topic of a conversation 	<ul style="list-style-type: none"> • can use simple techniques to start, maintain, or end a short conversation (Turntaking, A2+)

UNIT 12

English Unlimited Elementary goals and materials	CEF goals
12.1 <ul style="list-style-type: none"> • talk about health • buy things in a pharmacy • Listening and reading: Marc at the pharmacy (goal: understand instructions on medicines) 	<ul style="list-style-type: none"> • can participate in short conversations in routine contexts on topics of interest (Conversation, A2+) • can ask for and provide everyday goods and services (Transactions to obtain goods and services, A2) • can understand enough to be able to meet needs of a concrete everyday type provided speech is clearly and slowly articulated (Overall listening comprehension, A2+) • can understand simple instructions (Reading instructions, A2)
12.2 <ul style="list-style-type: none"> • talk about health • give advice • Reading: Home remedies 	<ul style="list-style-type: none"> • can participate in short conversations in routine contexts on topics of interest (Conversation, A2+) • can make and respond to suggestions (Informal discussion, A2+) • can understand simple instructions (Reading instructions, A2)
12.T <ul style="list-style-type: none"> • talk about health • give advice • Reading: Stay healthy in the workplace 	<ul style="list-style-type: none"> • can participate in short conversations in routine contexts on topics of interest (Conversation, A2+) • can make and respond to suggestions (Informal discussion, A2+) • can understand simple instructions (Reading instructions, A2)
12.W <ul style="list-style-type: none"> • apologise in an email or note 	<ul style="list-style-type: none"> • can write very simple personal letters expressing thanks and apology (Correspondence, A2) • can write short, simple notes and messages relating to matters in areas of immediate need (Notes, messages and forms, A2)

UNIT 13

English Unlimited Elementary goals and materials	CEF goals
<p>13.1</p> <ul style="list-style-type: none"> • talk about experiences • say what you've never done and always wanted to do • Reading: Happy to say, I've never ... • Listening: I've always wanted to ... • Writing: Things you've never done 	<ul style="list-style-type: none"> • can describe plans and arrangements, habits and routines, past activities and personal experiences (Describing experience, A2+) • can participate in short conversations in routine contexts on topics of interest (Conversation, A2+) • can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language (Overall reading comprehension, A2+) • can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly (Listening to audio media and recordings, A2) • can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job (Creative writing, A2)
<p>13.2</p> <ul style="list-style-type: none"> • talk about experiences • talk about places you've been to • Reading: Salto Angel, Güell Park, the Taj Mahal • Listening: Monica and Pilar talk about places they've been 	<ul style="list-style-type: none"> • can describe plans and arrangements, habits and routines, past activities and personal experiences (Describing experience, A2+) • can participate in short conversations in routine contexts on topics of interest (Conversation, A2+) • can ask and answer questions about past activities (Information exchange, A2+) • can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language (Overall reading comprehension, A2+) • can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events (Reading for information and argument, A2) • can generally identify the topic of discussion around him/her, when it is conducted slowly and clearly (Understanding conversation, A2)
<p>13.T</p> <ul style="list-style-type: none"> • talk about experiences • find out information about things • Listening: Kieran asks about restaurants 	<ul style="list-style-type: none"> • can describe plans and arrangements, habits and routines, past activities and personal experiences (Describing experience, A2+) • can participate in short conversations in routine contexts on topics of interest (Conversation, A2+) • can ask and answer questions about past activities (Information exchange, A2+) • can understand enough to be able to meet needs of a concrete everyday type provided speech is clearly and slowly articulated (Overall listening comprehension, A2+)
<p>13.S</p> <ul style="list-style-type: none"> • start and finish conversations in different situations 	<ul style="list-style-type: none"> • can ask for attention (Turntaking, A2) • can use simple techniques to start, maintain, or end a short conversation (Turntaking, A2+)

UNIT 14

English Unlimited Elementary goals and materials	CEF goals
14.1 <ul style="list-style-type: none"> • talk about lifestyles • give opinions • Reading: Keep your brain in top condition 	<ul style="list-style-type: none"> • can ask and answer questions about habits and routines (Information exchange, A2+) • can participate in short conversations in routine contexts on topics of interest (Conversation, A2+) • can express how he/she feels in simple terms (Conversation, A2+) • can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language (Overall reading comprehension, A2+) • can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events (Reading for information and argument, A2)
14.2 <ul style="list-style-type: none"> • talk about hopes and plans • Reading: Barry Cox • Writing: Things you've done, things you'd like to do 	<ul style="list-style-type: none"> • can describe plans and arrangements, habits and routines, past activities and personal experiences (Describing experience, A2+) • can ask for and provide personal information (Information exchange, A2) • can participate in short conversations in routine contexts on topics of interest (Conversation, A2+) • can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly (Listening to audio media and recordings, A2) • can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job (Creative writing, A2)
14.T <ul style="list-style-type: none"> • talk about hopes and plans • give opinions • make plans • Reading: A tourist information website • Listening: A weekend in La Mauricie 	<ul style="list-style-type: none"> • can describe plans and arrangements, habits and routines, past activities and personal experiences (Describing experience, A2+) • can express how he/she feels in simple terms (Conversation, A2+) • can discuss what to do, where to go and make arrangements to meet (Informal discussion, A2) • 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 (Goal-oriented co-operation, A2) • can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables (Reading for orientation, A2) • can understand enough to be able to meet needs of a concrete everyday type provided speech is clearly and slowly articulated (Overall listening comprehension, A2+)
14.W <ul style="list-style-type: none"> • write a profile for a networking website 	<ul style="list-style-type: none"> • can write about everyday aspects of his/her environment, e.g. people, places, a job or study experience in linked sentences (Creative writing, A2+) • can write very short, basic descriptions of events, past activities and personal experiences (Creative writing, A2+)