

## ***Inside Out Elementary* mapping to: The Common European Framework**

### **UNIT 0 Classroom**

Activities to introduce classroom language. Includes classroom vocabulary, teacher's instructions, ways of asking for repetition.

**Framework level: A1**

	<b>Descriptor</b>	<b>Page</b>
<b>INFORMATION EXCHANGE</b>	Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	4,5
<b>UNDERSTANDING A NATIVE SPEAKER INTERLOCUTOR</b>	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.	5
<b>VOCABULARY RANGE</b>	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	4,5

## UNIT 1: You

**G:** Possessive adjective: be, Questions and short answers. **L:** Tel numbers, days, months, colours. **P:** Sounds of the alphabet.

### Framework level: A1

	<b>Descriptor</b>	<b>Page</b>
<b>INFORMATION EXCHANGE</b>	Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	6,7,8
<b>OVERALL LISTENING COMPREHENSION</b>	Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	6,7,8,9
<b>OVERALL READING COMPREHENSION</b>	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and re-reading as required.	8
<b>NOTES, MESSAGES &amp; FORMS</b>	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.	7
<b>GRAMMATICAL ACCURACY</b>	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	6,8
<b>VOCABULARY RANGE</b>	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	6, 7, 8,9

## UNIT 2: People

Present simple: **G**: Auxiliary verbs, possessive **è**. **L** Family, Jobs, Nationalities. **P**: Word stress.

Framework level: A1

	<b>Descriptor</b>	<b>Page</b>
<b>INFORMATION EXCHANGE</b>	Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	11,12
<b>OVERALL ORAL PRODUCTION</b>	Can produce simple mainly isolated phrases about people and places.	10,12,13
<b>OVERALL LISTENING COMPREHENSION</b>	Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.	12
<b>READING FOR INFORMATION AND ARGUMENT</b>	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.	10
<b>CREATIVE WRITING</b>	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.	10
<b>GRAMMATICAL ACCURACY</b>	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	10,11
<b>PHONOLOGICAL CONTROL</b>	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	13
<b>VOCABULARY RANGE</b>	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	10,11,13

## UNIT 3 Days

**G:** Adverbs of frequency, *like + ing*. Object Pronouns. **L:** Daily activities, Prepositions of place. **P:** 3<sup>rd</sup> person endings, /s/, /z/, /iz/.

Framework level: A1

	<b>Descriptor</b>	<b>Page</b>
<b>INFORMATION EXCHANGE</b>	Can ask and answer questions about themselves and other people, where they live, people they know, things they have.	15,16
<b>SUSTAINED MONOLOGUE:</b> Describing experience	Can describe him/herself, what he/she does and where he/she lives.	14
<b>READING FOR INFORMATION AND ARGUMENT</b>	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.	14,16
<b>CREATIVE WRITING</b>	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.	15
<b>ORTHOGRAPHIC CONTROL</b>	Can copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly	17
<b>GRAMMATICAL ACCURACY</b>	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	14,15,17
<b>PHONOLOGICAL CONTROL</b>	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	15
<b>VOCABULARY RANGE</b>	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	14,16

## UNIT 4 Living

G: there is/there are, some/any. L: Rooms & furniture, Prepositions of place, Positive and negative adjectives.

Framework level: A2

	<b>Descriptor</b>	<b>Page</b>
<b>PLANNING</b>	Can recall and rehearse an appropriate set of phrases from his/her repertoire.	21
<b>SUSTAINED MONOLOGUE: Describing experience</b>	Can describe his/her family, living conditions, educational background, present or most recent job.	19,21
<b>READING FOR INFORMATION AND ARGUMENT</b>	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.	18,20,21
<b>OVERALL WRITTEN INTERACTION</b>	Can write short, simple formulaic notes relating to matters in areas of immediate need.	19,21
<b>GRAMMATICAL ACCURACY</b>	Uses some simple structures correctly, but still systematically makes basic mistakes ñ for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	19,20
<b>VOCABULARY RANGE</b>	Has a sufficient vocabulary for the expression of basic communicative needs.	19,20,21

## Unit 6 Food

**G:** Nouns: Countable and uncountable. Quantity: How much/How many? **L:** Food and drink, Containers, Would like. **P:** Vowel sounds.

Framework level: A2

	<b>Descriptor</b>	<b>Page</b>
<b>INFORMATION EXCHANGE</b>	Can communicate in simple and routine tasks requiring a simple and direct exchange of information.	27
<b>TRANSACTIONS TO OBTAIN GOODS AND SERVICES</b>	Can give and receive information about quantities, numbers, prices, etc. Can ask about things and make simple transactions in shops, post offices or banks.	29
<b>UNDERSTANDING CONVERSATION BETWEEN NATIVE SPEAKERS</b>	Can generally identify the topic of discussion around him/her, when it is conducted slowly and clearly.	27
<b>READING FOR INFORMATION AND ARGUMENT</b>	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.	27
<b>GRAMMATICAL ACCURACY</b>	Uses some simple structures correctly, but still systematically makes basic mistakes ñ for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say	27,28
<b>PHONOLOGICAL CONTROL</b>	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	26
<b>VOCABULARY RANGE</b>	Has a sufficient vocabulary for the expression of basic communicative needs.	26,28,29

## Unit 7 Work

G: Modals: can, can't, have to, don't have to. L: Describing character, Jobs. P: Word stress.

Framework level: A2

	<b>Descriptor</b>	<b>Page</b>
<b>PLANNING</b>	Can recall and rehearse an appropriate set of phrases from his/her repertoire.	33
<b>SUSTAINED MONOLOGUE:</b> Describing experience	Can describe people, places and possessions in simple terms.	33
<b>OVERALL READING</b> <b>COMPREHENSION</b>	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	32
<b>READING</b> <b>CORRESPONDENCE</b>	Can understand basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation etc.) on familiar topics.	33
<b>READING FOR</b> <b>INFORMATION AND</b> <b>ARGUMENT</b>	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.	30,31
<b>CORRESPONDENCE</b>	Can write very simple personal letters expressing thanks and apology.	33
<b>GRAMMATICAL</b> <b>ACCURACY</b>	Uses some simple structures correctly, but still systematically makes basic mistakes ñ for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	32
<b>PHONOLOGICAL CONTROL</b>	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	30
<b>VOCABULARY RANGE</b>	Has a sufficient vocabulary for the expression of basic communicative needs.	30,31

## Unit 8 Sea

**G:** Past simple: regular & irregular affirmative forms, *ago*. **L:** Water sports, Time expressions: *on, in, at, last, ..* Time linkers. **P:** *ed* endings.

Framework level: **A2**

	<b>Descriptor</b>	<b>Page</b>
<b>INFORMATION EXCHANGE</b>	Can exchange limited information on familiar and routine operational matters.	34
<b>SUSTAINED MONOLOGUE: Describing experience</b>	Can describe people, places and possessions in simple terms.	37
<b>OVERALL LISTENING COMPREHENSION</b>	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	34,37
<b>READING FOR INFORMATION AND ARGUMENT</b>	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.	35,37
<b>COHERENCE AND COHESION</b>	Can link groups of words with simple connectors like <i>and</i> , <i>but</i> and <i>because</i> .	37
<b>GRAMMATICAL ACCURACY</b>	Uses some simple structures correctly, but still systematically makes basic mistakes <i>ñ</i> for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	34,36
<b>PHONOLOGICAL CONTROL</b>	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	35,36
<b>VOCABULARY RANGE</b>	Has a sufficient vocabulary for the expression of basic communicative needs.	34



## Unit 9 Solo

**G:** Past simple: regular and irregular negative and question forms. **L:** Feelings, Adjective + particle collocations s. **P:** Past simple vowel sounds.

Framework level: A2

	<b>Descriptor</b>	<b>Page</b>
<b>INFORMATION EXCHANGE</b>	Can ask for and provide personal information.	38,40
<b>OVERALL ORAL PRODUCTION</b>	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	39,41
<b>LISTENING TO AUDIO MEDIA AND RECORDINGS</b>	Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.	39
<b>READING FOR INFORMATION AND ARGUMENT</b>	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.	39,41
<b>CREATIVE WRITING</b>	Can write short, simple imaginary biographies and simple poems about people.	41
<b>GRAMMATICAL ACCURACY</b>	Uses some simple structures correctly, but still systematically makes basic mistakes ñ for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	39,40
<b>PHONOLOGICAL CONTROL</b>	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	38,40
<b>VOCABULARY RANGE</b>	Has a sufficient vocabulary for the expression of basic communicative needs.	38

## Unit 11 Looks

G: Present continuous. L: Physical description, *look like*, Clothes. P: Numbers 13/30, 14/40, etc.

Framework level: A2

	<b>Descriptor</b>	<b>Page</b>
<b>SUSTAINED MONOLOGUE: Describing experience</b>	Can describe people, places and possessions in simple terms.	46,47,48
<b>LISTENING TO AUDIO MEDIA AND RECORDINGS</b>	Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.	47,48,49
<b>READING FOR INFORMATION AND ARGUMENT</b>	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.	48
<b>ORTHOGRAPHIC CONTROL</b>	Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary.	47
<b>IDENTIFYING CUES AND INFERRING (Spoken &amp; Written)</b>	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.	46
<b>GRAMMATICAL ACCURACY</b>	Uses some simple structures correctly, but still systematically makes basic mistakes ñ for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	49
<b>PHONOLOGICAL CONTROL</b>	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	48
<b>VOCABULARY CONTROL</b>	Can control a narrow repertoire dealing with concrete everyday needs.	46,47

## Unit 12 Reality

G: Future forms: want to, would like to, hope to, going to. L: TV programmes, Collocations. P: Vowel sounds.

Framework level: A2

	<b>Descriptor</b>	<b>Page</b>
<b>INFORMAL DISCUSSION (WITH FRIENDS)</b>	Can discuss what to do, where to go and make arrangements to meet.	52
<b>LISTENING TO AUDIO MEDIA AND RECORDINGS</b>	Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.	51,52,53
<b>OVERALL LISTENING COMPREHENSION</b>	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.	50
<b>READING FOR INFORMATION AND ARGUMENT</b>	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.	50
<b>NOTES, MESSAGES &amp; FORMS</b>	Can write short, simple notes and messages relating to matters in areas of immediate need.	51
<b>GRAMMATICAL ACCURACY</b>	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	52
<b>PHONOLOGICAL CONTROL</b>	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	53
<b>WATCHING TV AND FILM</b>	Can follow changes of topic of factual TV news items, and form an idea of the main content.	51

## Unit 13 Things

G: Comparative and superlative adjectives, Comparison structures. L: Describing objects, Money, Big numbers. P: Schwa.

Framework level: A2

	<b>Descriptor</b>	<b>Page</b>
<b>OVERALL ORAL PRODUCTION</b>	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	54,55,57
<b>PLANNING</b>	Can recall and rehearse an appropriate set of phrases from his/her repertoire.	55
<b>UNDERSTANDING CONVERSATION BETWEEN NATIVE SPEAKERS</b>	Can generally identify the topic of discussion around him/her, when it is conducted slowly and clearly.	54
<b>READING FOR INFORMATION AND ARGUMENT</b>	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.	54,55,57
<b>FLEXIBILITY</b>	Can expand learned phrases through simple recombinations of their elements.	54,56
<b>GRAMMATICAL ACCURACY</b>	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	56
<b>PHONOLOGICAL CONTROL</b>	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	56
<b>VOCABULARY CONTROL</b>	Can control a narrow repertoire dealing with concrete everyday needs	54,55,56,57

## Unit 14 Energy

**G:** Problems and advice: *too, enough, should*. **L:** Frequency expressions, *How often.....?* Parts of the body, Collocations, Describing Character. **P:** /ʌ/ sound.

Framework level: **A2**

	<b>Descriptor</b>	<b>Page</b>
<b>INFORMATION EXCHANGE</b>	Can ask for and provide personal information.	59,60
<b>OVERALL ORAL PRODUCTION</b>	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	58,61
<b>SOCIOLINGUISTIC APPROPRIATENESS</b>	Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, suggestions, apologies, etc.	61
<b>OVERALL READING COMPREHENSION</b>	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	58,60
<b>GRAMMATICAL ACCURACY</b>	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	58,61
<b>PHONOLOGICAL CONTROL</b>	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	58,60
<b>VOCABULARY RANGE</b>	Has a sufficient vocabulary for the expression of basic communicative needs.	59

## Unit 16 dotcom

G: Present perfect + ever, Past participles. L: To-infinitive, Computer terms, Phrasal verbs.

Framework level: A2

	<b>Descriptor</b>	<b>Page</b>
<b>INFORMATION EXCHANGE</b>	Can ask for and provide personal information.	67,69
<b>PLANNING</b>	Can recall and rehearse an appropriate set of phrases from his/her repertoire.	69
<b>UNDERSTANDING CONVERSATION BETWEEN NATIVE SPEAKERS</b>	Can generally identify the topic of discussion around him/her, when it is conducted slowly and clearly.	66,68
<b>OVERALL READING COMPREHENSION</b>	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	67
<b>READING FOR INFORMATION AND ARGUMENT</b>	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.	67
<b>GRAMMATICAL ACCURACY</b>	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	68,69
<b>VOCABULARY RANGE</b>	Has a sufficient vocabulary for the expression of basic communicative needs.	66,67

## Unit 17 Drive

**G:** Question forms: *How* + adjective/adverb, *What* + noun. **L:** Prepositions of movement, Traffic situations, Directions. **P:** Ordinal numbers 1<sup>st</sup>, 2<sup>nd</sup> ....

Framework level: A2

	<b>Descriptor</b>	<b>Page</b>
<b>OVERALL ORAL PRODUCTION</b>	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	72,73
<b>TRANSACTIONS TO OBTAIN GOODS AND SERVICES</b>	Can get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets.	72,73
<b>LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS</b>	Can understand simple directions relating to how to get from X to Y, by foot or public transport	73
<b>READING FOR INFORMATION AND ARGUMENT</b>	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	70
<b>FLEXIBILITY</b>	Can expand learned phrases through simple recombinations of their elements.	71
<b>GRAMMATICAL ACCURACY</b>	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	71
<b>VOCABULARY RANGE</b>	Has a sufficient vocabulary for the expression of basic communicative needs.	71,72

## Unit 18 Justice

G: Punctuation, Past continuous. L: Time adverbials, Adverbs of manner.

Framework level: A2

	<b>Descriptor</b>	<b>Page</b>
<b>INFORMATION EXCHANGE</b>	Can ask for and provide personal information.	
<b>THEMATIC DEVELOPMENT</b>	Can tell a story or describe something in a simple list of points.	75
<b>LISTENING TO AUDIO MEDIA AND RECORDINGS</b>	Can understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.	74,77
<b>READING FOR INFORMATION AND ARGUMENT</b>	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.	74
<b>CREATIVE WRITING</b>	Can write short, simple imaginary biographies and simple poems about people.	77
<b>OVERALL WRITTEN INTERACTION</b>	Can write short, simple formulaic notes relating to matters in areas of immediate need.	76
<b>GRAMMATICAL ACCURACY</b>	Uses some simple structures correctly, but still systematically makes basic mistakes for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	75,76
<b>VOCABULARY RANGE</b>	Has a sufficient vocabulary for the expression of basic communicative needs.	74,75,76



## Unit 19 Extreme

G: Passives. L: Geographical features, Weather, *will/might*. P: Word and sentence stress.

Framework level: A2

	<b>Descriptor</b>	<b>Page</b>
<b>INFORMATION EXCHANGE</b>	Can ask for and provide personal information.	80
<b>PLANNING</b>	Can recall and rehearse an appropriate set of phrases from his/her repertoire.	81
<b>SUSTAINED MONOLOGUE: Describing experience</b>	Can describe people, places and possessions in simple terms.	78,79,81
<b>OVERALL ORAL PRODUCTION</b>	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	
<b>OVERALL READING COMPREHENSION</b>	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.	78,81
<b>READING FOR INFORMATION AND ARGUMENT</b>	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.	79
<b>GRAMMATICAL ACCURACY</b>	Uses some simple structures correctly, but still systematically makes basic mistakes ñ for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	80,81
<b>PHONOLOGICAL CONTROL</b>	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.	78
<b>VOCABULARY RANGE</b>	Has a sufficient vocabulary for the expression of basic communicative needs.	78,81