

CEF DESCRIPTORS A1-B2

		A1	A2	B1	B2
Understanding	Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest-frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high-frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.
Speaking	Spoken interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.
	Spoken production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
Writing	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.

Everybody Up Second Edition Starter progresses towards A1

Everybody Up Second Edition levels 1 & 2– A1

		A1	Everybody Up 1 (the following is a selection of the areas covered, not a complete list)	Everybody Up 2 (the following is a selection of the areas covered, not a complete list)
Understanding	Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	Everybody Up 1: <ul style="list-style-type: none"> • pp4, 7: recognising school supplies • p12: recognising art supplies • p14: recognising colours • p24: recognising numbers • p32: recognising family members • p44: recognising natural features • p52: recognising zoo animals • p64: recognising body parts • p72: recognising descriptions of toys 	Everybody Up 2: <ul style="list-style-type: none"> • p12: recognising jobs • p19: understanding jobs and places • p24: recognising common foods • p30: recognising dairy products • p32: recognising clothes • pp44, 51: recognising activities • p52: recognising things at home • p64: recognising times • p72: recognising school subjects • p78: recognising countries
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and	Everybody Up 1: (pages refer to Student Book pages, but actual reading is done on	Everybody Up 2: <ul style="list-style-type: none"> • p2: reading personal information about children

		posters or in catalogues.	corresponding WB page): p7: reading sentences about school supplies p26: reading numbers and names of toys p30: reading numbers p35: reading sentences about food p55: reading sentences about where the animals are	(pages refer to Student Book pages, but actual reading is done on corresponding WB page): <ul style="list-style-type: none"> • p3: reading instructions • p13: reading sentences about jobs • p18: reading sentences about places • pp25, 26: reading sentences about food • p39: reading sentences about clothes • p50: reading about activities • pp53, 54: reading sentences about things at home • p68: understanding times • p70: reading sentences about daily routines
Speaking	Spoken interaction and production	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics. I can use simple phrases and sentences to describe where I live and people I know.	Everybody Up 1: <ul style="list-style-type: none"> • p2: asking and answering about names • p7: asking and answering about what something is • p9: asking how someone is • p29: taking turns • p33: asking and answering about who someone is • p35: talking about foods you like/don't like • p47: talking about what you can/can't do • p49: asking for help 	Everybody Up 2: <ul style="list-style-type: none"> • p2: giving personal information about your name, family, hobbies and possessions • p15: describing someone's job • p17: asking to borrow something • p19: asking and answering about where someone is • p27: asking and answering about fruit • p31: asking and answering about dairy foods you like • p35: describing what someone is wearing • p37: giving your telephone number

			<ul style="list-style-type: none"> • p53: asking and answering about where something/someone is • p57: saying sorry 	<ul style="list-style-type: none"> • p47: asking and answering about what people are doing • p49: making a suggestion • p55: asking and answering about what's in your home • p57: talking about cleaning up • p59: asking and answering about what's in your classroom • pp67, 71: asking and answering about your daily routines • p69: asking and answering about the time • p75: talking about what classes you do • p77: saying goodbye • p79: talking about yourself
Writing	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	Everybody Up 1: (pages refer to Student Book pages, but actual writing is done on corresponding WB page): <ul style="list-style-type: none"> • p2: writing your name • p35: writing about foods you like/don't like • p39: writing about a meal you like 	Everybody Up 2 (pages refer to Student Book pages, but actual writing is done on corresponding WB page): <ul style="list-style-type: none"> • p2: writing personal information • p15: writing about jobs • p37: writing numbers • p37: writing your phone number • pp45, 46, 47: writing about actions • p71: writing about your daily routine • p77: writing greetings

Everybody Up Second Edition levels 3 & 4 – A2

		A2	Everybody Up 3 (the following is a selection of the areas covered, not a complete list)	Everybody Up 4 (the following is a selection of the areas covered, not a complete list)
Understanding	Listening	I can understand phrases and the highest-frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	Everybody Up 3: <ul style="list-style-type: none"> • p4: recognising snacks • p12: recognising places to go in a town • p24: recognising occupations • p32: recognising family members • p35: recognising things on the table • p44: understanding physical descriptions of people • p47: understanding descriptions of clothes • p52: recognising chores • p59: listening to a child talking about chores on a farm • p64: recognising places that you visit • p67: recognising different types of stores • p72: recognising school supplies 	Everybody Up 4: <ul style="list-style-type: none"> • p4: recognising camping vocabulary • p9: Listening to children talk sports • p11: listening to children talking about safety when doing various activities • p12: recognising common animals and insects • p15: understanding differences between sea creatures • p19: listening to weight and length descriptions of animals • p24: recognising what we look like • p27: listening to descriptions of accessories • p30 listening to descriptions of camouflaged creatures • p32: recognizing sports • p51: listening to descriptions of what children did in the past • p52: recognising arts activities vocabulary • p64: recognising jobs • p72: recognising vacation activities • p79: listening to a description of getting around a city
	Reading	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements,	Everybody Up 3: <ul style="list-style-type: none"> • p2: reading personal information about children • p10: reading about cooking 	Everybody Up 4: <ul style="list-style-type: none"> • p2: reading children's personal descriptions of themselves • p8: reading about being brave and sports

		<p>prospectuses, menus and timetables and I can understand short simple personal letters.</p>	<ul style="list-style-type: none"> • p18: reading about making a model • p22: reading a text about making soup • p30: reading about illnesses • p38: reading about countries • p42: reading about interviewing a vet • p58: reading about farm chores • p62: reading a text about chores • p71: reading computer messages about the weather • p82: reading a child's description of cleaning an amusement park <p>(pages refer to Student Book pages, but actual reading is done on corresponding WB page):</p> <ul style="list-style-type: none"> • p5: reading sentences about snacks • pp13, 17: reading a description of a place • p19: reading instructions • p36: reading dialogues • p39: reading about flags <ul style="list-style-type: none"> • p42: reading a description of family members • p62: reading about chores 	<ul style="list-style-type: none"> • p10: reading about safety rules • p16: reading about being thoughtful and the aquarium • p18: reading about insects and animals • p22: reading a postcard about a camping trip • p28: reading about being kind and a school play • p36: reading about being prepared and sports • p42: reading about a band • p48: reading about being helpful • p50: reading about dinosaurs • p62: reading a description of a parade • p68: reading about being patient and the museum • p78: reading about transportation • p82: reading about vacation plans <p>(pages refer to Student Book pages, but actual reading is done on corresponding WB page):</p> <ul style="list-style-type: none"> • p6: reading about sports • p10: reading about safety tips • p16: reading about being thoughtful • p22: reading about a child's description of the activities she likes to do • p28: reading about being helpful • p31: reading about camouflaged animals • p36: reading about being considerate • p42: reading about a child's description of her appearance • p47: reading about things to do in relation to time
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				<ul style="list-style-type: none"> • p56: reading about being helpful • p62: reading about a child's description of what he likes to do • p68 reading about signs
Speaking	Spoken interaction and production	<p>Spoken interaction: I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.</p> <p>Spoken production: I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.</p>	<p>Everybody Up 3:</p> <ul style="list-style-type: none"> • p2: giving personal information about your favourite food, subjects and clothes • pp7, 11: Asking and answering about a shopping list • p9: asking about meals • p15: asking and answering about what someone is doing • p17: asking for directions • p19: asking and answering about places in a town • p27: asking and answering about family member's jobs • p29: asking about prices • p35: asking and answering about things on the table • p37: asking and answering about how to use something • p49: complimenting someone • p55: asking and answering about your chores • p57: inviting someone to your house • p61: asking and answering about where you were • p69: arranging to meet • p75: asking and answering about your bedroom • p77: asking and answering about how to spell a word 	<p>Everybody Up 4:</p> <ul style="list-style-type: none"> • p2: giving a personal description of yourself • pp7,9: asking and answering about sports you are good at • p15: asking and answering about animals • pp17, 27: describing an object • p29: wishing someone luck • p35: asking and answering about what you did last weekend • p37: offering to lend someone something • p47: asking and answering about what you did in the past • p49: saying that you have lost something • p55: asking and answering about making things • p59: asking and answering about the arts • p67: asking and answering about what you want to do when you're older • p69: asking and answering about different signs • p75: asking and answering about what you're going to take on vacation • p77: saying goodbye

Writing	Writing	<p>I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.</p>	<p>Everybody Up 3: p11: writing a list</p> <p>(pages refer to Student Book pages, but actual writing is done on corresponding WB page):</p> <ul style="list-style-type: none"> • p9: writing about foods you like • p22: writing about yourself/ your hobbies • p29: writing about presents • p35: writing about cooking • p39: writing about countries / flags • p42: writing about your family • p62: writing about your chores • p67: writing about where you/your family members were yesterday • p82: writing about a day out 	<p>Everybody Up 4:</p> <p>(pages refer to Student Book pages, but actual writing is done on corresponding WB page):</p> <ul style="list-style-type: none"> • p2,5: writing about activities people like to do • pp7,9: writing about things people are good at or not good at • p11: writing about what you do at school • pp13,15: writing about animals and sea creatures • pp18,19: writing about weight and length • p25: writing about what we look like • p27: writing about accessories • p33: writing about sports in relation to time • pp35, 39: writing about the past • p45: writing about food and drink • p53: writing about the arts • p55: writing about making things • pp65, 67: writing about careers • p73 writing about activities and time • p79 writing about transportation
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Everybody Up Second Edition levels 5 & 6 – B1

		B1	Everybody Up 5 (the following is a selection of the areas covered, not a complete list)	Everybody Up 6 (the following is a selection of the areas covered, not a complete list)
Understanding	Listening	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	Everybody Up 5: <ul style="list-style-type: none"> • p7: listening to children talking about their feelings • p10: listening about travel and trade • p15; listening about camping • p18: listening about plants • pp24, 27: listening to children planning a party • pp32, 35: listening about the Amazon rainforest • p38: listening about biomes • p44: listening about various activities • p47: listening to children talking about how they are doing various activities • p52; listening about quantities • p58: listening about the pyramids • p64: listening about countries • p67: listening to children talking about their experiences • pp72, 75: listening about computers • p78: listening about energy 	Everybody Up 6: <ul style="list-style-type: none"> • p4: understanding directions • p7: listening to people talking about transportation • p15: listen to people talking about permission in the past • p27: listening to people saying how long they have done things • p33: listening to people talking about needs and wants • p47: listening to people reporting what others have said listening • p52: listening for expressions related to helping the environment • p64: listening for different types of artistic works • p67: listening to people talking about major engineering projects • p75: listening to people saying what they've been doing
	Reading	I can understand texts that consist mainly of high-frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	Everybody Up 5: <ul style="list-style-type: none"> • p8: reading about being brave and surfing • p10: reading about travel and trade • p15: reading an account of a child's 	Everybody Up 6: <ul style="list-style-type: none"> • p8: reading a story about finding one's way around a city • p10: reading about sightseeing in Tokyo • p15: reading rules for visitors to an

			<p>camp experience</p> <ul style="list-style-type: none"> • p16: reading about being helpful and camping • p18: reading about plants • p28: reading about being safe • p30: reading about celebrations around the world • p35: reading a blog about a trip to the Amazon rainforest • p36: reading about being patient and snowboarding • p38: reading about biomes • p48: reading about being responsible and a recital • p50: reading about how to be healthy • p55: reading an article about cooking • p56: reading about being prepared • p58: reading about the pyramids • p62: reading about rules for running • p68: reading about being friendly • p75: reading an e-mail about a class project • p82: reading an interview about cycling around the world <p>(pages refer to Student Book pages, but actual reading is done on corresponding WB page):</p> <ul style="list-style-type: none"> • p.7: reading about a child's feelings • p10: reading about travel and trade • p18: reading about plants • p27: reading about planning a party • p30: reading about celebrations 	<p>amusement park</p> <ul style="list-style-type: none"> • p17: reading a story about making a responsible decision • p18: reading about basic mathematical operations • p22: reading about a family's daily routine and everyday life • p28: reading a story about a sporting event • p30–31: reading an informational text about origami and instructions for making an origami boat. • p35: reading advice on personal hygiene • p37: reading a story about friends making a thoughtful gesture • p38: reading about the water cycle • p42: reading about a charity volunteer • p48: reading a story about the importance of being careful • p50: reading about bones and muscles • p55: reading an interview with an environmental scientist volunteer • p56: reading a story about being resourceful • p70: reading about two major engineering projects • p78: reading about grapheme <p>(pages refer to Student Book pages, but actual reading is done on corresponding WB page):</p> <ul style="list-style-type: none"> • p7: reading about transportation and finding one's way around a city • p10: reading about sightseeing in Paris • p18: reading about how to check answers to maths problems
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			<ul style="list-style-type: none"> • p38: reading about birds and biomes • p42: reading about freshwater • p47: reading about camping and the use of adverbs • p50: reading about your health • p58: reading about great buildings • p67: reading about experiences • p70: reading about explorers • p78: reading about energy 	<ul style="list-style-type: none"> • p27: reading about two friends and their hobbies • p38: reading about types of precipitation • p50: reading about hands and feet • p58: reading about recycling • p68: reading about Shakespeare and the Globe Theatre • p76: reading about a school graduation • p78: reading about carbon
Speaking	Spoken interaction and production	<p>Spoken interaction: I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).</p> <p>Spoken production: I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.</p>	<p>Everybody Up 5:</p> <ul style="list-style-type: none"> • p4: talking about vacation activities • p7: talking about your feelings • p9: making suggestions • p17: asking for/giving directions • p27: planning a party • p31: asking and answering about celebrations • p37: talking which item to buy • p42: talking about rainforests • p47: talking about how you do things • p51: talking about your healthy habits • p59: talking about something you have made • p67: talking about your experiences • p77: taking turns • p79: talking about cycling/trips 	<p>Everybody Up 6:</p> <ul style="list-style-type: none"> • p5: asking for / giving directions • p7: comparing and giving opinions about forms of transportation • p22: talking about routines and everyday activities • p39: talking about the weather and geography of your region • p42: talking about favourite kinds of books • p47: talking about leisure activities • p51: talking about the sports and exercise that you do • p62: talking about ways of helping the environment • p82: giving opinions about school

Writing	Writing	<p>I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.</p>	<p>Everybody Up 5:</p> <p>(pages refer to Student Book pages, but actual writing is done on corresponding WB page):</p> <ul style="list-style-type: none"> • pp4,5: writing about activities • p7: writing about feelings • p11: writing about travel and trade • p13: writing about camping • p19: writing about plants • p25: writing about planning a party • p31: writing about celebrations • p35: writing about comparisons • p39: writing about birds and biomes • p45: writing about activities • p51: writing about your health • p58: writing about great buildings • p67: writing about experiences • p71: writing about explorers • p75: writing about computers • p78: writing about energy 	<p>Everybody Up 6:</p> <p>(pages refer to Student Book pages, but actual writing is done on corresponding WB page):</p> <ul style="list-style-type: none"> • p9: writing about experiences and favourite activities • p15: writing about school rules • p17: writing about helping at home • p22: writing about the things you're allowed to do at weekends • p39: writing about the water cycle • p49: writing about presents you have given and received • p51: writing about bones in hands and feet • p53: writing about helping the environment • p59: writing about recycling • p71: writing about roads and tunnels • p77: writing about graduation ceremonies and speeches • p79: writing about reducing carbon emissions
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