

## NEW CUTTING EDGE ELEMENTARY

Module 3, Week 1 Days 1,3-4

Unit 11 The world around us



	<b>Descriptor</b>	<b>Page</b>
<b>OVERALL READING COMPREHENSION</b>	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	98, 100, 101, 102
<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.	96, 97
<b>OVERALL WRITTEN PRODUCTION</b>	Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'.	102
<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.	99, 100, 102
<b>SUSTAINED MONOLOGUE: Describing experience</b>	Can explain what he/she likes or dislikes about something.	101
<b>PLANNING</b>	Can recall and rehearse an appropriate set of phrases from his/her repertoire.	102
<b>INFORMAL DISCUSSION (WITH FRIENDS)</b>	Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly.	100
<b>TRANSACTIONS TO OBTAIN GOODS AND SERVICES</b>	Can give and receive information about quantities, numbers, prices, etc.	99
<b>INFORMATION EXCHANGE</b>	Can ask for and provide personal information.	97
	Can communicate in simple and routine tasks requiring a simple and direct exchange of information.	102
<b>GENERAL LINGUISTIC RANGE</b>	Has a repertoire of basic language which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.	102
<b>VOCABULARY RANGE</b>	Has a sufficient vocabulary for the expression of basic communicative needs.	96, 100
	Has a sufficient vocabulary for coping with simple survival needs.	99

**NEW CUTTING EDGE ELEMENTARY**

Module 3, Week 1 Day 5, Week 2 Days 1-2

Unit 12 A weekend away

	<b>Descriptor</b>	<b>Page</b>
<b>OVERALL READING COMPREHENSION</b>	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	106
<b>READING FOR ORIENTATION</b>	Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.	110
<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.	108, 109
<b>OVERALL WRITTEN PRODUCTION</b>	Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'.	105
<b>CREATIVE WRITING</b>	Can write about everyday aspects of his/her environment, e.g. people, places, a job or study experience in linked sentences.	110
<b>UNDERSTANDING CONVERSATION BETWEEN NATIVE SPEAKERS</b>	Can generally identify the topic of discussion around him/her, when it is conducted slowly and clearly.	107, 108, 110
<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.	104
<b>SUSTAINED MONOLOGUE: Describing experience</b>	Can give short, basic descriptions of events and activities.	106
<b>ADDRESSING AUDIENCES</b>	Can give a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions, plans and actions.	109
<b>PLANNING</b>	Can recall and rehearse an appropriate set of phrases from his/her repertoire.	107, 109
<b>INFORMAL DISCUSSION (WITH FRIENDS)</b>	Can discuss what to do in the evening, at the weekend. Can make and respond to suggestions.	107
	Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly.	106
<b>GOAL-ORIENTED CO-OPERATION (e.g.</b>	Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when	109

<b>Repairing a car, discussing a document, organising an event)</b>	he/she does not understand. Can discuss what to do next, making and responding to suggestions, asking for and giving directions.	
<b>GENERAL LINGUISTIC RANGE</b>	Has a repertoire of basic language which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.	107, 109
<b>VOCABULARY RANGE</b>	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	106, 108, 110
<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.	104, 105, 107
<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.	105, 107

## NEW CUTTING EDGE ELEMENTARY

Module 3, Week 2 Days 3-5

Unit 13 Learning for the future



	<b>Descriptor</b>	<b>Page</b>
<b>READING FOR ORIENTATION</b>	Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.	117, 118
<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.	115
<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.	113, 116
<b>OVERALL SPOKEN INTERACTION</b>	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	113
<b>ADDRESSING AUDIENCES</b>	Can give a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions, plans and actions.	116
<b>PLANNING</b>	Can recall and rehearse an appropriate set of phrases from his/her repertoire.	116
<b>INFORMAL DISCUSSION (WITH FRIENDS)</b>	Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly.	114
<b>GOAL-ORIENTED CO-OPERATION (e.g. Repairing a car, discussing a document, organising an event)</b>	Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand. Can discuss what to do next, making and responding to suggestions, asking for and giving directions.	113, 116
<b>INTERVIEWING AND BEING INTERVIEWED</b>	Can make him/herself understood in an interview and communicate ideas and information on familiar topics, provided he/she can ask for clarification occasionally, and is given some help to express what he/she wants to.	118
<b>GENERAL LINGUISTIC RANGE</b>	Has a repertoire of basic language which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and	117

	search for words.	
<b>VOCABULARY RANGE</b>	Has a sufficient vocabulary for coping with simple survival needs.	112, 118
<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.	114, 116
<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.	112, 116

## NEW CUTTING EDGE ELEMENTARY

Module 3, Week 3 Days 1-3

Unit 14 Keeping in touch



	<b>Descriptor</b>	<b>Page</b>
<b>OVERALL READING COMPREHENSION</b>	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	126
<b>READING CORRESPONDENCE</b>	Can understand basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation etc.) on familiar topics.	124
<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.	120, 121
<b>OVERALL WRITTEN PRODUCTION</b>	Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'.	123
<b>PROCESSING TEXT</b>	Can collate short pieces of information from several sources and summarise them for somebody else.	126
<b>UNDERSTANDING CONVERSATION BETWEEN NATIVE SPEAKERS</b>	Can generally identify the topic of discussion around him/her, when it is conducted slowly and clearly.	125
<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.	123
<b>OVERALL SPOKEN INTERACTION</b>	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	120, 125
<b>SUSTAINED MONOLOGUE: Describing experience</b>	Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience.	123, 125
	Can explain what he/she likes or dislikes about something.	126
<b>PLANNING</b>	Can recall and rehearse an appropriate set of phrases from his/her repertoire.	126
<b>INFORMAL DISCUSSION (WITH FRIENDS)</b>	Can give or seek personal views and opinions in discussing topics of interest.	126

## NEW CUTTING EDGE ELEMENTARY

Module 3, Week 3 Days 4-5, Week 4 Day 1

Unit 15 Going places



	<b>Descriptor</b>	<b>Page</b>
<b>OVERALL READING COMPREHENSION</b>	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.	131
<b>CREATIVE WRITING</b>	Can write about everyday aspects of his/her environment, e.g. people, places, a job or study experience in linked sentences.	135
<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.	133
<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.	128, 129
<b>OVERALL SPOKEN INTERACTION</b>	Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.	129
<b>SUSTAINED MONOLOGUE: Describing experience</b>	Can describe everyday aspects of his/her environment e.g. people, places, a job or study experience.	128
<b>ADDRESSING AUDIENCES</b>	Can give a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions, plans and actions.	134
<b>PLANNING</b>	Can recall and rehearse an appropriate set of phrases from his/her repertoire.	134
<b>GOAL-ORIENTED CO-OPERATION (e.g. Repairing a car, discussing a document, organising an event)</b>	Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand. Can discuss what to do next, making and responding to suggestions, asking for and giving directions.	134
<b>INFORMATION EXCHANGE</b>	Can communicate in simple and routine tasks requiring a simple and direct exchange of information.	128, 129
	Can give and follow simple directions and instructions, e.g. explain how to get somewhere.	131, 133
<b>GENERAL</b>	Has a repertoire of basic language which enables him/her to	133,
<b>LINGUISTIC RANGE</b>	deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.	135
<b>VOCABULARY RANGE</b>	Has a sufficient vocabulary for coping with simple survival needs.	128, 131, 133
<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.	130, 131, 132, 133
<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.	128, 131, 133