YALOVA UNIVERSITY SCHOOL OF FOREIGN LANGUAGES LEARNING OUTCOMES / CEFR DESCRIPTORS EQUIVALENCY TABLE (ELEMENTARY LEVEL- A2)

Level	Week	Skill	Content / Page	Learning Outcomes	CEFR Descriptors
Elementary	1	Speaking	Language Hub, speaking, p.3 & 3	❖ engage in short, simple conversations on familiar and routine topics, demonstrating the ability to exchange basic personal information, express preferences, and maintain brief social interactions. (Unit 1.1)	❖ ask and answer questions about themselves and other people, where they live, people they know and things they have. (CEFR: 575) (Information Exchange)
Elementary	1	Speaking	Language Hub, speaking, p.5	❖ describe people, places, daily routines, personal experiences and immediate surroundings in simple terms using connected phrases and sentences. ❖(Unit 1.2)	❖ describe everyday aspects of their environment e.g. people, places, a job or study experience. (CEFR: 249) (Sustained Monologue: Describing Experience)
Elementary	1	Speaking	Language Hub, speaking, p.6	❖ engage in short, simple conversations on familiar and routine topics, demonstrating the ability to exchange basic personal information, express preferences, and maintain brief social interactions. (Unit 1.3)	❖ ask and answer questions about themselves and other people, where they live, people they know and things they have. (CEFR: 575) (Information Exchange)
Elementary	1	Speaking	Language Hub, speaking, p.9 & 13	❖ describe people, places, daily routines, personal experiences and immediate surroundings in simple terms using connected phrases and sentences. (Unit 1.4 & 2.1)	❖ describe their family, living conditions, educational background, present or most recent job. (CEFR: 254) (Sustained Monologue: Describing Experience)
Elementary	2	Speaking	Language Hub, speaking, p.14	❖describe people, places, daily routines, personal experiences and immediate surroundings in simple terms using connected phrases and sentences. (Unit 2.2)	❖ describe people, places and possessions in simple terms. (CEFR: 255) (Sustained Monologue: Describing Experience)
Elementary	2	Speaking	Language Hub, speaking, p.16	❖describe people, places, daily routines, personal experiences and immediate surroundings in simple terms using connected phrases and sentences. (Unit 2.3)	❖describe people, places and possessions in simple terms. (CEFR: 255) (Sustained Monologue: Describing Experience)
Elementary	2	Speaking	Language Hub, speaking, p. 16	❖take part in short, simple exchanges in everyday situations, demonstrating appropriate use of common social and functional expressions. (Unit 2.4)	❖ ask for and provide everyday goods and services. (CEFR: 538) (Oral Interaction)

Elementary	2	Speaking	Language Hub, speaking, p. 22	❖ engage in short, simple conversations on familiar and routine topics, demonstrating the ability to exchange basic personal information, express preferences, and maintain brief social interactions (Unit 3.1)	❖ ask and answer questions about habits and routines. (CEFR: 563) (Information Exchange)
Elementary	2	Speaking	Language Hub, speaking, p. 27	❖ engage in short, simple conversations on familiar and routine topics, demonstrating the ability to exchange basic personal information, express preferences, and maintain brief social interactions (Unit 3.3)	❖ give short, basic descriptions of events and activities. (CEFR: 250) (Sustained Monologue-Describing Experience)
Elementary	3	Speaking	Language Hub, speaking, p. 29	❖ take part in short, simple exchanges in everyday situations, demonstrating appropriate use of common social and functional expressions. (Unit 3.4)	❖make and respond to invitations, suggestions and apologies. (CEFR: 446) (Conversation)
Elementary	3	Speaking	Language Hub, speaking, p. 33	❖engage in short, simple conversations on familiar and routine topics, demonstrating the ability to exchange basic personal information, express preferences, and maintain brief social interactions (Unit 4.1)	❖describe their family, living conditions, educational background, present or most recent job. (CEFR: 254) (Sustained Monologue: Describing Experience)
Elementary	3	Speaking	Language Hub, speaking, p. 37	❖describe people, places, daily routines, personal experiences and immediate surroundings in simple terms using connected phrases and sentences. (Unit 4.3)	❖ give a short, rehearsed presentation on a topic pertinent to their everyday life, and briefly give reasons and explanations for opinions, plans and actions. (CEFR: 310) (Addressing audiences)
Elementary	3	Speaking	Language Hub, speaking, p. 43	❖describe people, places, daily routines, personal experiences and immediate surroundings in simple terms using connected phrases and sentences. (Unit 5.1)	❖describe everyday aspects of their environment e.g. people, places, a job or study experience. (CEFR: 249) (Sustained Monologue: Describing Experience)
Elementary	4	Speaking	Language Hub, speaking, p. 45	❖engage in short, simple conversations on familiar and routine topics, demonstrating the ability to exchange basic personal information, express preferences, and maintain brief social interactions. (Unit 5.2)	❖exchange limited information on familiar and routine operational matters. (CEFR: 568) (Information Exchange)

Elementary	4	Speaking	Language Hub, speaking, p. 49	❖ take part in short, simple exchanges in everyday situations, demonstrating appropriate use of common social and functional expressions. (Unit 5.4)	❖ give simple directions on how to get from X to Y, using basic expressions such as "turn right" and "go straight" along with sequential connectors such as "first", "then" and "next". (CEFR: 271) (Sustained Monologue: Giving Information)
Elementary	4	Speaking	Language Hub, speaking, p. 53	❖ engage in short, simple conversations on familiar and routine topics, demonstrating the ability to exchange basic personal information, express preferences, and maintain brief social interactions. (Unit 6.1)	❖ explain what they like or dislike about something. (CEFR: 253) (Sustained Monologue: Describing Experience)
Elementary	4	Speaking	Language Hub, speaking, p. 55	❖ describe people, places, daily routines, personal experiences and immediate surroundings in simple terms using connected phrases and sentences. (Unit 6.2)	❖ ask and answer questions about pastimes and past activities (CEFR: 564) (Information Exchange)
Elementary	4	Speaking	Language Hub, speaking, p. 57	❖ describe people, places, daily routines, personal experiences and immediate surroundings in simple terms using connected phrases and sentences. (Unit 6.3)	❖ give short, basic descriptions of events and activities (CEFR: 250) (Sustained Monologue: Describing Experience)
Elementary	4	Speaking	Language Hub, speaking, p. 58	❖ engage in short, simple conversations on familiar and routine topics, demonstrating the ability to exchange basic personal information, express preferences, and maintain brief social interactions (Unit 6.4)	❖ express opinions in a limited way. (CEFR: 479)
Elementary	5	Speaking	Language Hub, speaking, p. 63	❖ engage in short, simple conversations on familiar and routine topics, demonstrating the ability to exchange basic personal information, express preferences, and maintain brief social interactions. (Unit 7.1)	❖ exchange limited information on familiar and routine operational matters. (CEFR: 568) (Information Exchange)
Elementary	5	Speaking	Language Hub, speaking, p. 67	❖ describe people, places, daily routines, personal experiences and immediate surroundings in simple terms using connected phrases and sentences. (Unit 7.3)	❖ tell a story or describe something in a simple list of points. (CEFR: 1291) (Sustained Monologue: Describing Experience)

Elementary	5	Speaking	Language Hub, speaking, p. 69	❖ take part in short, simple exchanges in everyday situations, demonstrating appropriate use of common social and functional expressions. (Unit 7.4)	❖ deal with common aspects of everyday living such as travel, lodgings, eating and shopping. (CEFR: 535) (Obtaining goods and services)
Elementary	5	Speaking	Language Hub, speaking, p. 73	❖ describe people, places, daily routines, personal experiences and immediate surroundings in simple terms using connected phrases and sentences. (Unit 8.1)	❖ explain what they like or dislike about something. (CEFR: 253) (Sustained Monologue: Describing Experience)
Elementary	5	Speaking	Language Hub, speaking, p. 74 & 75	❖ describe people, places, daily routines, personal experiences and immediate surroundings in simple terms using connected phrases and sentences. (Unit 8.2)	❖ converse in simple language with peers, colleagues or members of a host family, asking questions and understanding answers relating to most routine matters. (CEFR: 445) (Conversation)
Elementary	6	Speaking	Language Hub, speaking, p. 77	❖ take part in short, simple exchanges in everyday situations, demonstrating appropriate use of common social and functional expressions. (Unit 8.3)	❖ give and follow simple directions and instructions, e.g. explain how to get somewhere. (CEFR: 566) (Information Exchange)
Elementary	6	Speaking	Language Hub, speaking, p. 78	❖ take part in short, simple exchanges in everyday situations, demonstrating appropriate use of common social and functional expressions. (Unit 8.4)	❖ order a meal. (CEFR: 543) (Obtaining Goods and Services)
Elementary	6	Speaking	Language Hub, speaking, p. 83 & 84	❖ describe people, places, daily routines, personal experiences and immediate surroundings in simple terms using connected phrases and sentences. (Unit 9.1)	❖ 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. (CEFR: 231) (Overall Oral Production)
Elementary	6	Speaking	Language Hub, speaking, p. 87.	❖ engage in short, simple conversations on familiar and routine topics, demonstrating the ability to exchange basic personal information, express preferences, and maintain brief social interactions Unit 9.3)	❖ ask and answer questions about habits and routines. (CEFR: 563) (Information Exchange)
Elementary	6	Speaking	Language Hub, speaking, p. 88	❖ take part in short, simple exchanges in everyday situations, demonstrating appropriate use of common social and functional expressions. (Unit 9.4)	❖ deal with common aspects of everyday living such as travel, lodgings, eating and shopping. (CEFR: 535) (Obtaining Goods and Services)

Elementary	7	Speaking	Language Hub, speaking, p. 93	❖ engage in short, simple conversations on familiar and routine topics, demonstrating the ability to exchange basic personal information, express preferences, and maintain brief social interactions. (Unit 10.1)	❖ exchange opinions and compare things and people using simple language. (CEFR: 473) (Informal Discussion with friends)
Elementary	7	Speaking	Language Hub, speaking, p. 98	❖ take part in short, simple exchanges in everyday situations, demonstrating appropriate use of common social and functional expressions. (Unit 10.4)	❖ make and respond to invitations, suggestions and apologies (CEFR: 446) (Conversation)
Elementary	7	Speaking	Language Hub, speaking, p. 103	❖ take part in short, simple exchanges in everyday situations, demonstrating appropriate use of common social and functional expressions. (Unit 11.1)	❖ indicate in simple language the nature of a problem to a health professional, perhaps using gestures and body language. (CEFR: 598) (Interviewing and being interviewed)
Elementary	7	Speaking	Language Hub, speaking, p. 107 & 108	❖ describe people, places, daily routines, personal experiences and immediate surroundings in simple terms using connected phrases and sentences. (Unit 11.2)	❖ ask and answer questions about habits and routines. (CEFR: 563) (Information Exchange)
Elementary	8	Speaking	Language Hub, speaking, p. 112	❖ engage in short, simple conversations on familiar and routine topics, demonstrating the ability to exchange basic personal information, express preferences, and maintain brief social interactions (Unit 12.1)	❖ ask and answer questions about plans and intentions. (CEFR: 565) (Information Exchange)
Elementary	1	Listening	Language Hub, listening, p. 2	❖ understand the main idea and specific details in short, clear, and simple spoken texts on familiar everyday topics when speech is delivered slowly and clearly. (Unit 1.1)	❖ understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, (CEFR: 11) (Overall Listening Comprehension)
Elementary	1	Listening	Language Hub, listening, p. 5 & 7	❖ understand the main idea and specific details in short, clear, and simple spoken texts on familiar everyday topics when speech is delivered slowly and clearly. (Unit 1.3) ❖ follow short, simple social exchanges and conversations on familiar topics, recognizing the general meaning and essential information when people speak slowly and clearly. (Unit 1.3)	❖ understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly. (CEFR: 77) (Listening to Audio Media & Recordings) ❖ follow in outline short, simple social exchanges, conducted very slowly and clearly. CEFR: 28) (Understanding Conversation Between Other Speakers

Elementary	2	Listening	Language Hub, listening, p. 15	❖ understand the main idea and specific details in short, clear, and simple spoken texts on familiar everyday topics when speech is delivered slowly and clearly. (Unit 2.2)	❖understand and extract the essential information from short, recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (CEFR: 77) (Listening to Audio Media & Recordings)
Elementary	2	Listening	Language Hub, listening, p. 17	❖understand the main idea and specific details in short, clear, and simple spoken texts on familiar everyday topics when speech is delivered slowly and clearly. (Unit 2.3)	❖understand and extract the essential information from short, recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (CEFR: 77) (Listening to Audio Media & Recordings)
Elementary	2	Listening	Language Hub, listening, p. 22	❖understand the main idea and specific details in short, clear, and simple spoken texts on familiar everyday topics when speech is delivered slowly and clearly. (Unit 3.1) ❖recognize and extract concrete information such as time, place, people, and activities from short spoken texts on familiar topics provided that speech is clear and slow. (Unit 3.1)	❖recognize concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered slowly and clearly. (CEFR:) (Listening To Audio Media & Recordings) ❖ understand in a radio interview what people say they do in their free time, what they particularly like doing and what they do not like doing, provided that they speak slowly and clearly. (Listening to Audio Media & Recordings)
Elementary	2	Listening	Language Hub, listening, p. 25 & p.27	❖understand the main idea and specific details in short, clear, and simple spoken texts on familiar everyday topics when speech is delivered slowly and clearly. (Unit 3.2 & 3.3) ❖recognize and extract concrete information such as time, place, people, and activities from short spoken texts on familiar topics provided that speech is clear and slow. (3.2 & 3.3)	❖ understand and extract the essential information from short, recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (CEFR: 77) (Listening to Audio & Media Recordings) ❖ recognize concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered slowly and clearly. (CEFR: 13) (Overall Listening Comprehension)
Elementary	3	Listening	Language Hub, listening, p. 35 & 37 & 42	❖understand the main idea and specific details in short, clear, and simple spoken texts on familiar everyday topics when speech is delivered slowly and clearly. (4.2 & 4.3 & 5.1)	❖ understand and extract the essential information from short, recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.

				❖ recognize and extract concrete information such as time, place, people, and activities from short spoken texts on familiar topics provided that speech is clear and slow. (4.2 & 4.3 & 5.1)	(CEFR: 77) (Listening to Audio & Media Recordings) ❖ recognize concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered slowly and clearly. (CEFR: 13) (Overall Listening Comprehension)
Elementary	4	Listening	Language Hub, listening, p. 54	❖ understand the main idea and specific details in short, clear, and simple spoken texts on familiar everyday topics when speech is delivered slowly and clearly. (Unit 6.2) ❖ recognize and extract concrete information such as time, place, people, and activities from short spoken texts on familiar topics provided that speech is clear and slow. (Unit 6.2)	❖ understand and extract the essential information from short, recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (CEFR: 77) (Listening to Audio & Media Recordings) ❖ recognize concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered slowly and clearly. (CEFR: 13) (Overall Listening Comprehension)
Elementary	5	Listening	Language Hub, listening, p. 66	❖ understand the main idea and specific details in short, clear, and simple spoken texts on familiar everyday topics when speech is delivered slowly and clearly. (Unit 7.3) ❖ recognize and extract concrete information such as time, place, people, and activities from short spoken texts on familiar topics provided that speech is clear and slow. (Unit 7.3)	❖ understand and extract the essential information from short, recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (CEFR: 77) (Listening to Audio & Media Recordings) ❖ recognize concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered slowly and clearly. (CEFR: 13) (Overall Listening Comprehension)
Elementary	5	Listening	Language Hub, listening, p.73	❖ understand the main idea and specific details in short, clear, and simple spoken texts on familiar everyday topics when speech is delivered slowly and clearly. (Unit 8.1) ❖ recognize and extract concrete information such as time, place, people, and activities from short spoken	❖ understand and extract the essential information from short, recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (CEFR: 77) (Listening to Audio & Media Recordings)

				texts on familiar topics provided that speech is clear and slow (Unit 8.1)	❖ recognize concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered slowly and clearly. (CEFR: 13) (Overall Listening Comprehension)
Elementary	6	Listening	Language Hub, listening, p. 82	❖understand the main idea and specific details in short, clear, and simple spoken texts on familiar everyday topics when speech is delivered slowly and clearly. (Unit 9.1 & 9.2) ❖recognize and extract concrete information such as time, place, people, and activities from short spoken texts on familiar topics provided that speech is clear and slow (Unit 9.1 & 9.2)	❖ understand and extract the essential information from short, recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (CEFR: 77) (Listening to Audio & Media Recordings) ❖ recognize concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered slowly and clearly. (CEFR: 13) (Overall Listening Comprehension)
Elementary	7	Listening	Language Hub, listening, p. 92 & p.97 & p.102 & p.103	❖understand the main idea and specific details in short, clear, and simple spoken texts on familiar everyday topics when speech is delivered slowly and clearly. (Unit 10.1 & 10.3 & 11.1)	❖ understand and extract the essential information from short, recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (CEFR: 77) (Listening to Audio & Media Recordings) ❖ recognize concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered slowly and clearly. (CEFR: 13) (Overall Listening Comprehension)
Elementary	8	Listening	Language Hub, listening, p. 112 & 117	❖understand the main idea and specific details in short, clear, and simple spoken texts on familiar everyday topics when speech is delivered slowly and clearly. (Unit 12.1 & 12.3)	❖ understand and extract the essential information from short, recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. (CEFR: 77) (Listening to Audio & Media Recordings)

					❖ recognize concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered slowly and clearly. (CEFR: 13) (Overall Listening Comprehension)
Elementary	1	Reading	Language Hub, 1.2. reading, p.4	❖ understand the main points and specific details in short, simple texts on familiar everyday topics when language is clear and straightforward. (Unit 1.2)	❖ understand a simple personal letter, email or post in which the person writing is talking about familiar subjects (such as friends or family) or asking questions on these subjects. (CEFR: 117) (Reading Correspondence)
Elementary	1	Reading	Language Hub, 1.3. reading, p.6)	❖ understand the main points and specific details in short, simple texts on familiar everyday topics when language is clear and straightforward. (Unit 1.3)	❖ understand short, simple texts on familiar matters of a concrete type, in which high frequency everyday or job-related language is used. (CEFR: 103) (Overall Reading Comprehension) ❖understand the main points of short texts dealing with everyday topics (e.g. lifestyle, hobbies, sports, weather). (CEFR: 164) (Reading For Information & Argument
Elementary	1	Reading	Language Hub, 2.1. reading, p.12	❖understand the main points and specific details in short, simple texts on familiar everyday topics when language is clear and straightforward. (Unit 2.1)	❖ understand short, simple texts on familiar matters of a concrete type, in which high frequency everyday or job-related language is used. (CEFR: 103) (Overall Reading Comprehension) ❖ understand the main points of short texts dealing with everyday topics (e.g. lifestyle, hobbies, sports, weather). (CEFR: 164) (Reading For Information & Argument
Elementary	2	Reading	Language Hub, p.14	❖understand the main points and specific details in short, simple texts on familiar everyday topics when language is clear and straightforward. (Unit 2.2)	❖ can understand texts describing people, places, everyday life and culture, etc., provided they use simple language. (CEFR: 165) (Reading For Information & Argument)

Elementary	2	Reading	Language Hub, p.17	❖ understand the main points and specific details in short, simple texts on familiar everyday topics when language is clear and straightforward. (Unit 2.3)	❖ understand a simple personal letter, email or post in which the person writing is talking about familiar subjects (such as friends or family) or asking questions on these subjects. (CEFR: 117) (Reading Correspondence)
Elementary	2	Reading	Language Hub, p.24	❖ understand the main points and specific details in short, simple texts on familiar everyday topics when language is clear and straightforward. (Unit 3.2)	❖ understand a simple personal letter, email or post in which the person writing is talking about familiar subjects (such as friends or family) or asking questions on these subjects. (CEFR: 117) (Reading Correspondence)
Elementary	2	Reading	Language Hub, p.26	❖ understand the main points and specific details in short, simple texts on familiar everyday topics when language is clear and straightforward. (Unit 3.3)	❖ understand a simple personal letter, email or post in which the person writing is talking about familiar subjects (such as friends or family) or asking questions on these subjects. (CEFR: 117) (Reading Correspondence)
Elementary	3	Reading	Language Hub, p.32.	❖ understand the main points and specific details in short, simple texts on familiar everyday topics when language is clear and straightforward. (Unit 4.1)	❖ understand texts describing people, places, everyday life, and culture, etc., provided that they are written in simple language. (CEFR: 165) (Reading For Information & Argument) ❖ understand the main points of short texts dealing with everyday topics (e.g. lifestyle, hobbies, sports, weather). (CEFR: 164) (Reading For Information & Argument)
Elementary	3	Reading	Language Hub, p.32	❖ understand the main points and specific details in short, simple texts on familiar everyday topics when language is clear and straightforward. (Unit 4.2)	❖ understand texts describing people, places, everyday life, and culture, etc., provided that they are written in simple language. (CEFR: 165) (Reading For Information & Argument) ❖ understand the main points of short texts dealing with everyday topics (e.g. lifestyle, hobbies, sports, weather). (CEFR: 164) (Reading For Information & Argument)

Elementary	3	Reading	Language Hub, p.36	❖understand the main points and specific details in short, simple texts on familiar everyday topics when language is clear and straightforward. (Unit 4.3)	❖ understand the main points of short texts dealing with everyday topics (e.g. lifestyle, hobbies, sports, weather). (CEFR: 164) (Reading For Information & Argument)
Elementary	4	Reading	Language Hub, p.44	❖understand the main points and specific details in short, simple texts on familiar everyday topics when language is clear and straightforward. (Unit 5.2)	❖ understand a simple personal letter, email or post in which the person writing is talking about familiar subjects (such as friends or family) or asking questions on these subjects. (CEFR: 117) (Reading Correspondence)
Elementary	4	Reading	Language Hub, p.46	❖understand the main points and specific details in short, simple texts on familiar everyday topics when language is clear and straightforward. (Unit 5.3)	❖understand texts describing people, places, everyday life, and culture, etc., provided that they are written in simple language. (CEFR: 165) (Reading For Information & Argument)
Elementary	4	Reading	Language Hub, p.52	❖understand the main points and specific details in short, simple texts on familiar everyday topics when language is clear and straightforward. (Unit 6.1)	❖ find specific information in practical, concrete, predictable texts (e.g. travel guidebooks, recipes), provided they are written in simple language. (CEFR: 136) (Reading for Orientation)
Elementary	4	Reading	Language Hub, p.56	❖understand the main points and specific details in short, simple texts on familiar everyday topics when language is clear and straightforward. (Unit 6.3)	❖ pick out the main information in short news reports or simple articles in which figures, names, illustrations and titles play a prominent role and support the meaning of the text. (CEFR: 163) (Reading for Information and Argument)
Elementary	5	Reading	Language Hub, p.64	❖understand the main points and specific details in short, simple texts on familiar everyday topics when language is clear and straightforward. Unit 7.2)	❖understand texts describing people, places, everyday life, and culture, etc., provided that they are written in simple language. (CEFR: 165) (Reading For Information & Argument)
Elementary	5	Reading	Language Hub, p.74	❖understand the main points and specific details in short, simple texts on familiar everyday topics when language is clear and straightforward (Unit 8.2)	❖understand texts describing people, places, everyday life, and culture, etc., provided that they are written in simple language. (CEFR: 165) (Reading For Information & Argument)

Elementary	6	Reading	Language Hub, p.85	❖understand the main points and specific details in short, simple texts on familiar everyday topics when language is clear and straightforward. (Unit 9.2)	❖understand the main points of short texts dealing with everyday topics (e.g. lifestyle, hobbies, sports, weather). (CEFR: 164) (Reading For Information & Argument)
Elementary	7	Reading	Language Hub, p.92	❖understand the main points and specific details in short, simple texts on familiar everyday topics when language is clear and straightforward. (Unit 10.1)	❖pick out the main information in short news reports or simple articles in which figures, names, illustrations and titles play a prominent role and support the meaning of the text. (CEFR: 163) (Reading for Information and Argument)
Elementary	7	Reading	Language Hub, p.92	❖understand the main points and specific details in short, simple texts on familiar everyday topics when language is clear and straightforward. (Unit 10.2)	❖understand texts describing people, places, everyday life, and culture, etc., provided that they are written in simple language. (CEFR: 165) (Reading For Information & Argument)
Elementary	8	Reading	Reading Language Hub, p.106	❖understand the main points and specific details in short, simple texts on familiar everyday topics when language is clear and straightforward. (Unit 11.3)	❖understand the main points of short texts dealing with everyday topics (e.g. lifestyle, hobbies, sports, weather). (CEFR: 164) (Reading For Information & Argument)
Elementary	8	Reading	Reading Language Hub, p.114	❖understand the main points and specific details in short, simple texts on familiar everyday topics when language is clear and straightforward. (Unit 12.2)	❖understand the main points of short texts dealing with everyday topics (e.g. lifestyle, hobbies, sports, weather). (CEFR: 164) (Reading For Information & Argument)
Elementary	1	Writing	Language Hub, writing, p.160	❖write short, simple texts for personal and practical communication in familiar contexts, conveying information and expressing basic needs or opinions. (Unit 1- Writing) .	❖ fill in personal and other details on most everyday forms, e.g. to request a visa or visa waiver, to open a bank account, to send a letter recorded delivery, etc. (CEFR: 660) (Notes, Messages & Forms)
Elementary	2	Writing	Language Hub, writing, p.161	❖write short, simple personal texts for personal and practical communication in familiar contexts, conveying information and expressing basic needs or opinions. (Unit 2 - Writing)	❖ convey personal information of a routine nature, for example in a short e-mail or letter introducing themselves. (CEFR: 643) (Correspondence) ❖ compose short, simple notes, e-mails and text messages (e.g. to send or reply to an invitation, to confirm or change an arrangement). (CEFR: 645) (Correspondence)

					❖ compose very simple personal letters expressing thanks and apology. (CEFR: 644) (Correspondence)
Elementary	2	Writing	Language Hub, writing, p.162	❖ write short, simple descriptive texts such as blog posts or diary entries about daily routines, activities, people, and places, using basic vocabulary and simple connectors. (Unit 3- Writing)	❖ create diary entries that describe activities (e.g. daily routine, outings, sports, hobbies), people and places, using basic, concrete vocabulary and simple phrases and sentences with simple connectives like “and”, “but” and “because”. (CEFR: 344) (Creative Writing)
Elementary	3	Writing	Language Hub, writing, p.163	❖ write short, simple personal or transactional messages and emails to exchange information and maintain basic written communication in familiar contexts. (Unit 4- Writing)	❖ ask basic questions about the availability of a product or feature (CEFR: 706) Goal-oriented online transactions and collaboration)
Elementary	4	Writing	Language Hub, writing, p.164	❖ write short, simple personal texts to describe personal experiences, daily routines, people, places, and events, using basic vocabulary and simple linkers. (Unit 5- Writing)	❖ compose short, simple notes, e-mails and text messages (e.g. to send or reply to an invitation, to confirm or change an arrangement). (CEFR: 645) (Correspondence)
Elementary	4	Writing	Language Hub, writing, p.165	❖ write short, simple personal texts to describe personal experiences, daily routines, people, places, and events, using basic vocabulary and simple linkers. (Unit 6- Writing)	❖ write very short, basic descriptions of events, past activities and personal experiences. (CEFR: 340) (Creative Writing)
Elementary	5	Writing	Language Hub, writing, p.166	❖ write short, simple personal texts to describe personal experiences, daily routines, people, places, and events, using basic vocabulary and simple linkers. (Unit 7- Writing)	❖ give a description of an event, a recent trip – real or imagined. (CEFR: 337) (Creative Writing)
Elementary	6	Writing	Language Hub, writing, p.167	❖ write short, simple personal texts to describe personal experiences, daily routines, people, places, and events, using basic vocabulary and simple linkers. (Unit 8- Writing) ❖ write short, simple texts or reviews giving opinions, impressions, and basic recommendations about familiar products, experiences, or topics of personal interest. (Unit 8- Writing)	❖ give accounts of experiences, describing feelings and reactions in simple, connected text. (CEFR: 336) (Creative Writing)

Elementary	6	Writing	Language Hub, writing, p.168	❖write short, simple descriptive texts such as blog posts or diary entries about daily routines, activities, people, and places, using basic vocabulary and simple connectors. (Unit 9- Writing).	❖give their impressions and opinions about topics of personal interest (e.g. lifestyles and culture, stories), using basic everyday vocabulary and expressions. (CEFR: 367) (Reports and Essays)
Elementary	7	Writing	Language Hub, reading, p.169	❖write short, simple texts or reviews giving opinions, impressions, and basic recommendations about familiar products, experiences, or topics of personal interest. (Unit 10- Writing)	❖ give their impressions and opinions about topics of personal interest (e.g. lifestyles and culture, stories), using basic everyday vocabulary and expressions. (CEFR: 367) (Reports and Essays)
Elementary	8	Writing	Language Hub, writing, p.170	❖write short, simple texts or reviews giving opinions, impressions, and basic recommendations about familiar products, experiences, or topics of personal interest. (Unit 11-Writing)	❖ make short descriptive online postings about everyday matters, social activities and feelings, with simple key details. (CEFR: 680) (Online conversation and discussion)
Elementary	8	Writing	Language Hub, writing, p.171	❖ write short, simple personal or transactional messages and emails to exchange information and maintain basic written communication in familiar contexts. (Unit 12- Writing)	❖compose basic e-mails/letters of a factual nature (e.g. to request information or to ask for and give confirmation) (CEFR: 640) (Correspondence)