

### Introduction

#### What is this guide for?

This guide is designed to help teachers cross reference the communicative activities and tasks in **English Result** with those described in the *Common European Framework of Reference for Languages: Learning, teaching and assessment* (CEFR), (Council of Europe, 2001. Cambridge University Press). It aims to enable teachers to see where an **English Result** course provides students with opportunities to rehearse different real-world activities and tasks which help them progress from one CEFR level to another in a particular skill.

The information in this guide, in conjunction with the information in the contents pages of the coursebook (language functions, grammar, vocabulary and text types), provides a fuller profile of **English Result Elementary** in relation to the CEFR communicative activities and tasks for you to consider in relation to the needs of your students.

#### How is it organised?

The guide is organised by **English Result** Student's Book level (**Elementary, Pre-intermediate, Intermediate, Upper-intermediate**) and then by units and lessons within each Student's Book. Each Student's Book level contains five tables for the skills and relevant communicative activities described in the CEFR. In this guide, the skills are presented in the following order: Listening, Reading, Spoken interaction, Spoken production and Writing (interaction and production).

Each table sub-divides a communicative language activity into the tasks which are common to both an **English Result** Student's level and the CEFR (see pages 222–3). For example, in the Listening table for **English Result Elementary**, exercises in which students have the opportunity to practice 'Overall listening comprehension' and 'Listening to audio media and recordings' are listed. The CEFR page references for the scales which describe the different communication tasks are given in the corresponding column headings.

Each table gives the page number of the lesson, and the exercise number of the classroom activity in **English Result Elementary**. In cases where a particular lesson does not provide students with the opportunity to practice the activity or task in the table, the lesson does not appear.

## English Result and the Common Reference Levels

The Common Reference Levels are scales which describe what users of the language can do in different communicative activities and tasks, rather than the difficulty level of classroom activities. The six levels (A1, A2, B1, B2, C1 and C2) are often subdivided. For example, the 'Overall Listening Comprehension' scale describes what learners can do at A1, A2, A2+, B1, B1+, B2, B2+, C1 and C2.

**English Result Elementary** is designed to take a student from false-beginner level to A1+ on the Common European Framework of Reference scale.

Although the Common Reference Levels don't assign difficulty levels to classroom activities, they are very useful for orientation purposes. In this guide, level-appropriate CEFR descriptors for the communicative activity are given before each table. For example, before the **English Result Elementary** table for Listening, the CEFR descriptors for A1, A2 and A2+ are given. Users of the guide can see how the activity matches what a user of the language can do in relation to a particular CEFR level and skill.

# Communicative language activity: Listening

The table in this section shows where students engage in communicative listening tasks as they work with the audio recordings for **English Result Elementary**. The scale which describes a student's overall listening ability on p. 66 of the CEFR, states that a user of the language:

- 'Can follow speech which is very slow and carefully articulated, with long pauses for him or her to assimilate meaning.' (A1)
- '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.' (A2)
- 'Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.' (A2+)

In the table below, 'Overall listening comprehension' has been divided into two sections: tasks based on recorded natural conversations and those based on recorded monologues. 'Audio media and recordings' refers to recorded broadcast materials such as adverts, radio interviews, news, scripted sketches, quizzes, announcements and instructions. Classroom exercises which primarily focus on elements of pronunciation, for example, *Listen and say A or B*, or *Listen and repeat* have not been included.

Unit and lesson <i>how to focus</i>		Page	Overall listening comprehension (CEFR p. 66) Recorded conversations	Overall listening comprehension (CEFR p. 66) Recorded monologues	Listening to audio media and recordings (CEFR p. 68)
<b>1</b>	Personal identification				
<b>A</b>	Say hello	<b>7</b>	exercise 6 exercise 9		
<b>B</b>	Say phone numbers and email addresses	<b>9</b>	exercise 11 exercise 13		
<b>C</b>	Give your name and address	<b>11</b>	exercise 3		
<b>D</b>	Start a conversation	<b>13</b>	exercise 1 exercise 3		
<b>E</b>	Writing: Personal information	<b>14</b>	exercise 4		
<b>2</b>	Personal relations				
<b>A</b>	Things in the classroom	<b>17</b>	exercise 6 exercise 15		
<b>B</b>	Introduce your family	<b>19</b>	exercise 12		
<b>D</b>	Talk about the time	<b>23</b>	exercise 3	exercise 11	
<b>3</b>	Countries and places				
<b>A</b>	Ask for information	<b>27</b>	exercise 10 exercise 11		
<b>B</b>	Talk about countries	<b>29</b>			exercise 12
<b>C</b>	Talk about where you are in town	<b>31</b>	exercise 12 exercise 13		
<b>D</b>	Talk about language skills	<b>33</b>	exercise 11 exercise 12		exercise 2
<b>4</b>	Everyday life				
<b>A</b>	Respond to news	<b>37</b>	exercise 4 exercise 8		
<b>B</b>	Say dates	<b>39</b>	exercise 5		
<b>C</b>	Describe habits	<b>41</b>	exercise 4 exercise 8		
<b>D</b>	Describe a typical day	<b>43</b>		exercise 12 exercise 13	exercise 4

<b>5</b>	Relations with others				
<b>B</b>	Describe people and objects	<b>49</b>		exercise 9 exercise 10	
<b>C</b>	Ask for things in shops	<b>51</b>	exercise 13 exercise 14		
<b>D</b>	Ask about people's interests	<b>53</b>	exercise 12 exercise 13		
<b>6</b>	Food and drink				
<b>A</b>	Ask about prices	<b>57</b>	exercise 12 exercise 14	exercise 4	
<b>B</b>	Order food in a café	<b>59</b>	exercise 11		exercise 3
<b>C</b>	Talk about food	<b>61</b>		exercise 11 exercise 12	
<b>D</b>	Offer things	<b>63</b>	exercise 15 exercise 16		
<b>7</b>	Leisure and entertainment				
<b>A</b>	Talk about free-time activities	<b>67</b>		exercise 5	
<b>B</b>	Talk about the weather	<b>69</b>	exercise 10	exercise 5 exercise 8 exercise 9	
<b>D</b>	Talk about likes and dislikes	<b>73</b>	exercise 14		exercise 1 exercise 2
<b>8</b>	Going out				
<b>B</b>	Say what to wear	<b>79</b>	exercise 14 exercise 16		
<b>C</b>	Say what's happening	<b>81</b>			exercise 13 exercise 14 exercise 15
<b>D</b>	Describe actions	<b>83</b>		exercise 5	
<b>9</b>	Places, transport, and travel				
<b>A</b>	Ask for transport information	<b>87</b>	exercise 5 exercise 6		
<b>B</b>	Give and follow directions	<b>89</b>	exercise 4 exercise 5 exercise 7 exercise 8		
<b>C</b>	Ask about and describe a holiday	<b>91</b>	exercise 10 exercise 11		
<b>D</b>	Tell a story	<b>93</b>		exercise 14 exercise 15	
<b>E</b>	Writing: A postcard	<b>94</b>	exercise 1		
<b>10</b>	Personal histories				
<b>B</b>	Talk about a career	<b>99</b>			exercise 6
<b>C</b>	Talk about what happened	<b>101</b>	exercise 9 exercise 10 exercise 11		
<b>D</b>	Talk about life stories	<b>103</b>		exercise 9	exercise 13 exercise 15
<b>11</b>	House, home, and environment				
<b>A</b>	Make suggestions	<b>107</b>	exercise 5		
<b>B</b>	Say what's wrong	<b>109</b>	exercise 7 exercise 8		
<b>D</b>	Understand opinions	<b>113</b>	exercise 4 exercise 5		
<b>12</b>	Planning the future				
<b>A</b>	Make an appointment	<b>117</b>	exercise 7 exercise 13 exercise 14		
<b>B</b>	Say how you feel	<b>119</b>	exercise 13 exercise 14		
<b>C</b>	Talk about future arrangements	<b>121</b>	exercise 12 exercise 14		exercise 4

# Communicative language activity: Reading

The table in this section shows where students engage in communicative reading tasks as they work through **English Result Elementary**. The scale which describes a student's overall reading ability on p. 69 of the CEFR, states that a user of the language:

- 'Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.' (A1)
- 'Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.' (A2)
- 'Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.' (A2+)

In the table below, 'Overall reading comprehension' includes activities based on following text-types: conversations, sketches, puzzles, and quizzes. *Read and listen*, *Underline the adjectives in ...*, and *Read the audio script and check your answers* have not been included.

Unit and lesson <i>how to focus</i>	Page	Overall reading comprehension (CEFR p. 69)	Reading correspondence (CEFR p. 69)	Reading for orientation (CEFR p. 70)	Reading for information and argument (CEFR p. 70)	Reading instructions (CEFR p. 71)
<b>1</b> Personal identification						
<b>C</b> Give your names and address	<b>11</b>			exercise 1	exercise 2	
<b>D</b> Start a conversation	<b>13</b>				exercise 2 exercise 4	
<b>E</b> Writing: Personal information	<b>14</b>	exercise 3		exercise 2		
<b>2</b> Personal relations						
<b>A</b> Use English in the classroom	<b>17</b>			exercise 14		
<b>B</b> Introduce your family	<b>19</b>			exercise 8	exercise 1	
<b>C</b> Describe people	<b>21</b>				exercise 5	
<b>D</b> Talk about the time	<b>23</b>	exercise 1 exercise 2				
<b>E</b> Writing: A message of introduction	<b>24</b>		exercise 5		exercise 4	
<b>3</b> Countries and places						
<b>A</b> Ask for information	<b>27</b>			exercise 5 exercise 16	exercise 6	
<b>B</b> Talk about countries	<b>29</b>				exercise 6 exercise 7	
<b>D</b> Talk about language skills	<b>33</b>	exercise 1				
<b>E</b> Writing: My country and languages	<b>34</b>			exercise 1	exercise 2	
<b>4</b> Everyday life						
<b>A</b> Respond to news	<b>37</b>			exercise 1 exercise 2	exercise 5 exercise 6	
<b>B</b> Say dates	<b>39</b>	exercise 4 exercise 10		exercise 3 exercise 15	exercise 2	
<b>C</b> Describe habits	<b>41</b>	exercise 7				exercise 7 exercise 8
<b>D</b> Describe a typical day	<b>43</b>	exercise 3		exercise 1	exercise 1 exercise 2	
<b>E</b> Writing: Everyday life in my country	<b>44</b>				exercise 4 exercise 6	

<b>5</b>	Relations with others						
<b>A</b>	Introduce people	<b>47</b>	exercise 13		exercise 1	exercise 2 exercise 3 exercise 4	
<b>C</b>	Ask for things in shops	<b>51</b>				exercise 5	
<b>D</b>	Ask about people's interests	<b>53</b>			exercise 1 exercise 3		
<b>E</b>	Writing: A self-portrait	<b>54</b>				exercise 5	
<b>6</b>	Food and drink						
<b>A</b>	Ask about prices	<b>57</b>			exercise 15	exercise 1 exercise 2 exercise 3	
<b>B</b>	Order food in a café	<b>59</b>			exercise 1		
<b>C</b>	Talk about food	<b>61</b>					exercise 9 exercise 10 exercise 12
<b>D</b>	Offer things	<b>63</b>				exercise 4	
<b>E</b>	Writing: Food in my country	<b>64</b>	exercise 3			exercise 2	
<b>7</b>	Leisure and entertainment						
<b>A</b>	Talk about free-time activities	<b>67</b>			exercise 8	exercise 9	
<b>C</b>	Describe abilities	<b>71</b>	exercise 5			exercise 12	
<b>D</b>	Talk about likes and dislikes	<b>73</b>				exercise 4	
<b>E</b>	Writing: An average day	<b>74</b>				exercise 6 exercise 8	
<b>8</b>	Going out						
<b>A</b>	Invite and reply	<b>77</b>	exercise 3			exercise 5	
<b>C</b>	Say what's happening	<b>81</b>				exercise 5	
<b>D</b>	Describe actions	<b>83</b>			exercise 1	exercise 3 exercise 4	
<b>E</b>	Writing: Moment poems	<b>84</b>			exercise 2	exercise 3	
<b>9</b>	Places, transport, and travel						
<b>A</b>	Ask for transport information	<b>87</b>	exercise 7		exercise 15	exercise 7	exercise 8
<b>B</b>	Give and follow directions	<b>89</b>					exercise 10
<b>C</b>	Ask about and describe a holiday	<b>91</b>	exercise 7	exercise 8		exercise 9	
<b>D</b>	Tell a story	<b>93</b>				exercise 4	
<b>E</b>	Writing: A postcard	<b>94</b>		exercise 5		exercise 6	
<b>10</b>	Personal histories						
<b>A</b>	Continue a conversation	<b>97</b>			exercise 1	exercise 2	
<b>B</b>	Talk about a career	<b>99</b>	exercise 5		exercise 2 exercise 10	exercise 3 exercise 4	
<b>C</b>	Talk about what happened	<b>101</b>				exercise 1 exercise 2 exercise 3	
<b>D</b>	Talk about life stories	<b>103</b>			exercise 5	exercise 4 exercise 6	
<b>E</b>	Writing: Biodata	<b>104</b>				exercise 2 exercise 5 exercise 6	
<b>11</b>	House, home, and environment						
<b>A</b>	Make suggestions	<b>107</b>			exercise 3	exercise 4 exercise 6	
<b>B</b>	Say what's wrong	<b>109</b>				exercise 9	
<b>C</b>	Compare things	<b>111</b>				exercise 7	
<b>D</b>	Understand opinions	<b>113</b>	exercise 11		exercise 2		
<b>E</b>	Writing: Tips for guests	<b>114</b>				exercise 6	exercise 5

<b>12</b>	Planning the future						
<b>A</b>	Make an appointment	<b>117</b>			exercise 2	exercise 3 exercise 8	
<b>B</b>	Say how you feel	<b>119</b>	exercise 5		exercise 3	exercise 4 exercise 6	
<b>C</b>	Talk about future arrangements	<b>121</b>	exercise 1 exercise 3			exercise 2	
<b>D</b>	Talk about intentions	<b>123</b>					exercise 5
<b>E</b>	Writing: Thank-you letters	<b>124</b>		exercise 2		exercise 3 exercise 7	

# Communicative language activity: Spoken interaction

The table in this section shows where students engage in different types of conversation as they work through the lessons in **English Result Elementary**. The scale which describes a student's overall spoken interaction ability on p. 74 of the CEFR, states that a user of the language:

- 'Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.' (A1)
- 'Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord.' (A2)
- '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.' (A2+)

In the table below, *Listen, repeat, and copy the stress, Read the conversation with a partner,* and whole class brainstorm activities have not been included.

Unit and lesson <i>how to focus</i>		Page	Conversation (CEFR p. 76)	Informal discussion (with friends) (CEFR p. 77)	Goal-oriented co-operation (CEFR p. 79)	Transactions to obtain goods and services (CEFR p. 80)	Information exchange (CEFR p. 81)
<b>1</b>	Personal identification						
<b>A</b>	Say hello	<b>7</b>	exercise 8 exercise 14				
<b>B</b>	Say phone numbers and email addresses	<b>9</b>					exercise 16 exercise 17 exercise 18
<b>C</b>	Give your names and address	<b>11</b>					exercise 10 exercise 15
<b>D</b>	Start a conversation	<b>13</b>	exercise 13 exercise 16				exercise 9 exercise 16
<b>2</b>	Personal relations						
<b>A</b>	Use English in the classroom	<b>17</b>	exercise 17				
<b>B</b>	Introduce your family	<b>19</b>					exercise 14 exercise 16
<b>C</b>	Describe people	<b>21</b>		exercise 6			
<b>D</b>	Talk about the time	<b>23</b>					exercise 17
<b>3</b>	Countries and places						
<b>A</b>	Ask for information	<b>27</b>			exercise 16		
<b>D</b>	Talk about language skills	<b>33</b>					exercise 14
<b>4</b>	Everyday life						
<b>A</b>	Respond to news	<b>37</b>	exercise 14				
<b>B</b>	Say dates	<b>39</b>					exercise 15 exercise 16
<b>C</b>	Describe habits	<b>41</b>					exercise 16 exercise 18
<b>D</b>	Describe a typical day	<b>43</b>					exercise 11
<b>5</b>	Relations with others						
<b>A</b>	Introduce people	<b>47</b>	exercise 17				
<b>C</b>	Ask for things in shops	<b>51</b>				exercise 9 exercise 17	
<b>D</b>	Ask about people's interests	<b>53</b>		exercise 11 exercise 18			exercise 8

<b>6</b>	Food and drink					
<b>A</b>	Ask about prices	<b>57</b>			exercise 15	
<b>B</b>	Order food in a café	<b>59</b>			exercise 14	
<b>C</b>	Talk about food	<b>61</b>				exercise 15
<b>D</b>	Offer things	<b>63</b>	exercise 18			exercise 11
<b>7</b>	Leisure and entertainment					
<b>A</b>	Talk about free-time activities	<b>67</b>				exercise 14 exercise 15 exercise 17
<b>B</b>	Talk about the weather	<b>69</b>		exercise 15 exercise 16		
<b>C</b>	Describe abilities	<b>71</b>				exercise 7 exercise 14
<b>D</b>	Talk about likes and dislikes	<b>73</b>	exercise 16			
<b>8</b>	Going out					
<b>A</b>	Invite and reply	<b>77</b>	exercise 15 exercise 16			
<b>B</b>	Say what to wear	<b>79</b>		exercise 18		
<b>C</b>	Say what's happening	<b>81</b>			exercise 17	
<b>D</b>	Describe actions	<b>83</b>	exercise 10			
<b>9</b>	Places, transport, and travel					
<b>A</b>	Ask for transport information	<b>87</b>			exercise 11 exercise 15	
<b>B</b>	Give and follow directions	<b>89</b>			exercise 15 exercise 17	
<b>C</b>	Ask about and describe a holiday	<b>91</b>				exercise 17
<b>E</b>	Writing: A postcard	<b>94</b>				exercise 4 exercise 8
<b>10</b>	Personal histories					
<b>A</b>	Continue a conversation	<b>97</b>	exercise 13 exercise 14			
<b>B</b>	Talk about a career	<b>99</b>				exercise 16
<b>D</b>	Talk about life stories	<b>101</b>				exercise 8
<b>11</b>	House, home, and environment					
<b>A</b>	Make suggestions	<b>107</b>		exercise 12 exercise 17		
<b>B</b>	Say what's wrong	<b>109</b>			exercise 14	
<b>C</b>	Compare things	<b>111</b>	exercise 14			exercise 9
<b>D</b>	Understand opinions	<b>113</b>	exercise 13			
<b>12</b>	Planning the future					
<b>A</b>	Make an appointment	<b>117</b>			exercise 17	
<b>B</b>	Say how you feel	<b>119</b>	exercise 17			exercise 6
<b>C</b>	Talk about future arrangements	<b>121</b>	exercise 11		exercise 16	
<b>D</b>	Talk about intentions	<b>123</b>	exercise 10 exercise 14			

# Communicative language activity: Spoken production

The table in this section shows where students engage in activities which involve long turns as they work through **English Result Elementary**. The scale which describes a student's overall oral production ability on p. 58 of the CEFR, states that a user of the language:

- 'Can provide simple mainly isolated phrases about people and places.' (A1)
- '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.' (A2)

In the table below, 'Overall oral production' includes activities in which students give short descriptions of things or other people, or tell short stories. 'Sustained monologue: Describing experience' includes telling stories, talking about actions, events, and feelings.

Unit and lesson <i>how to focus</i>	Page	Overall oral production (CEFR p. 58)	Sustained monologue: Describing experience (CEFR p. 59)
<b>2</b> Personal relations			
<b>C</b> Describe people	<b>21</b>	exercise 17	
<b>3</b> Countries and places			
<b>B</b> Talk about countries	<b>29</b>	exercise 16	
<b>C</b> Talk about where you are in town	<b>31</b>	exercise 15	
<b>E</b> Writing: My country and languages	<b>34</b>	exercise 3	
<b>4</b> Everyday life			
<b>B</b> Say dates	<b>39</b>	exercise 17	
<b>C</b> Describe habits	<b>41</b>		exercise 2
<b>D</b> Describe a typical day	<b>43</b>		exercise 16
<b>5</b> Relations with others			
<b>B</b> Describe people and objects	<b>49</b>	exercise 12 exercise 13	
<b>D</b> Ask about people's interests	<b>53</b>		exercise 4
<b>6</b> Food and drink			
<b>E</b> Writing: Food in my country	<b>64</b>		exercise 7
<b>7</b> Leisure and entertainment			
<b>A</b> Talk about free time activities	<b>67</b>		exercise 4
<b>D</b> Talk about likes and dislikes	<b>73</b>		exercise 11
<b>E</b> Writing: An average day	<b>74</b>		exercise 4
<b>8</b> Going out			
<b>D</b> Describe actions	<b>83</b>		exercise 16 exercise 17
<b>9</b> Places, transport, and travel			
<b>D</b> Tell a story	<b>93</b>		exercise 1 exercise 8 exercise 18
<b>10</b> Personal histories			
<b>C</b> Talk about what happened	<b>101</b>		exercise 15
<b>D</b> Talk about life stories	<b>103</b>	exercise 17	
<b>11</b> House, home, and environment			
<b>A</b> Make suggestions	<b>107</b>		exercise 2
<b>12</b> Planning the future			
<b>B</b> Say how you feel	<b>119</b>		exercise 6

# Communicative language activities: Writing (interaction and production)

The table in this section shows where students are involved in different types of writing activities (either in the context of on-going communication or producing an independent text) as they work through **English Result Elementary**.

Classroom exercises in which students complete gapped texts have not been included in the table below. Similarly, classroom activities in which students work on the writing process (for example, brainstorming and organising ideas, and writing first drafts) have been omitted. In **English Result**, a complete lesson is devoted to developing the sub-skills needed for students to perform the final writing activity.

## Written interaction

The scale which describes a student's overall written interaction ability on p. 83 of the CEFR, states that a user of the language:

- 'Can ask for and pass on personal details in written form.' (A1)
- 'Can write short, simple formulaic notes relating to matters in areas of immediate need.' (A2)

## Written production

The scale which describes a student's overall written production ability on p. 61 of the CEFR, states that a user of the language:

- 'Can write simple isolated phrases and sentences.' (A1)
- 'Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'. (A2)

Unit and lesson <i>how to focus</i>		Page	Correspondence (CEFR p. 83)	Notes, messages and forms (CEFR p. 84)	Creative writing (CEFR p. 62)
<b>1</b>	Personal identification				
<b>B</b>	Say phone numbers and email addresses	<b>9</b>		exercise 17	
<b>E</b>	Writing: Personal information	<b>14</b>		exercise 3 exercise 4 exercise 9	
<b>2</b>	Personal relations				
<b>E</b>	Writing: A message of introduction	<b>24</b>	exercise 6		
<b>3</b>	Countries and places				
<b>E</b>	Writing: My country and languages	<b>34</b>			exercise 9
<b>4</b>	Everyday life				
<b>B</b>	Say dates	<b>39</b>		exercise 16	
<b>E</b>	Writing: Everyday life in my country	<b>44</b>			exercise 9
<b>5</b>	Relations with others				
<b>E</b>	Writing: A self-portrait	<b>54</b>			exercise 7
<b>6</b>	Food and drink				
<b>E</b>	Writing: Food in my country	<b>64</b>			exercise 9
<b>7</b>	Leisure and entertainment				
<b>E</b>	Writing: An average day	<b>74</b>			exercise 12
<b>8</b>	Going out				
<b>E</b>	Writing: Moment poems	<b>84</b>			exercise 10

<b>9</b>	Places, transport, and travel				
<b>E</b>	Writing: A postcard	<b>94</b>	exercise 9		
<b>10</b>	Personal histories				
<b>B</b>	Talk about a career	<b>99</b>			exercise 14
<b>E</b>	Writing: Biodata	<b>104</b>			exercise 9
<b>11</b>	House, home, and environment				
<b>E</b>	Writing: Tips for guests	<b>114</b>			exercise 7
<b>12</b>	Planning the future				
<b>E</b>	Writing: Thank-you letters	<b>124</b>	exercise 9		