

OUTCOMES

and the Common European
Framework of Reference

UPPER INTERMEDIATE
B2

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Introduction

What is the Common European Framework of Reference?

The Council of Europe has developed the Common European Framework of Reference for Languages (or CEFR for short) with a view to promoting language teaching and learning within Europe, and to provide a framework which permits the comparison of individuals' language levels in an impartial way.

What are the aims of the CEFR?

While the CEFR does not dictate a single method of teaching and learning, it encourages teachers and course providers to reconsider their course content, approach and assessment based on some core principles. These are stated at the beginning of the book:

1. To ensure that all sections of their populations have access to effective means of acquiring a knowledge of the languages of other member states [. . .] as well as the skills in the use of those languages that will enable them to satisfy their communicative needs [. . .]
 - 1.1 to deal with the business of everyday life in another country, and to help foreigners staying in their own country to do so;
 - 1.2 to exchange information and ideas with young people and adults who speak a different language and to communicate their thoughts and feelings to them;
 - 1.3 to achieve a wider and deeper understanding of the way of life and forms of thought of other peoples and of their cultural heritage.
2. To promote, encourage and support the efforts of teachers and learners at all levels to apply in their own situation the principles of the construction of language-learning systems [. . .]
 - 2.1 by basing language teaching and learning on the needs, motivations, characteristics and resources of learners;
 - 2.2 by defining worthwhile and realistic objectives as explicitly as possible;
 - 2.3 by developing appropriate methods and materials.

Working from these principles the CEFR encourages us to think about the 'domains' in which we use language – social, public, occupational and educational. It then suggests we consider specific situations within these domains: the people we might need to interact with, the objects we may use, the things we may read or listen to and the things we may need to do with language. It then tries to describe not only what a language user 'can do', but also what they are able to do in the language, both generally and in specific skills, domains and situations such as 'Informal discussion (with friends) or 'Formal discussion and meetings'. The CEFR also encourages and comments on areas such as intercultural awareness, self-directed learning, paralinguistics (gesture, mime, etc.), mediating (i.e. interpreting and translation), which have perhaps been less common features of ELT materials.

How are the levels of the CEFR organised?

The six levels the CEFR describes range from A1 (students with an elementary level of English) to C2 (students who can use the language fluently and with precision). However, note that there is also a level below A1. A0 is the point at which people start, with very little or no language. A1 is the first point at which we can describe a (limited) range of abilities in a number of skills and domains. For example, students probably need to be able to recognize a substantial number of words (say 300+) for basic reading and listening. The CEFR also allows for steps between

the global levels, described as A2+, B2+, etc. The main levels are summarised below:

Proficient	C2	Mastery	Students can use the language precisely and fluently with near native competence.
	C1	Effective Operational Proficiency	Students are proficient in the language and have a wide range of vocabulary.
Independent	B2	Vantage	Students are able to express themselves in increasingly abstract ways.
	B1	Threshold	Students at this level can maintain conversations.
Basic	A2	Waystage	Students are able to get by in an increasing range of social situations.
	A1	Breakthrough	Students can express themselves in simple, basic language.

Based on these global descriptions of the six levels, the CEFR illustrates how these can be applied to a language user's ability in the specific domains and skills we mentioned before. For example, for *Conversation*, A1 level is described as 'Can ask how people are and react to news' and C2 as 'Can use language flexibly and effectively for social purposes'. This means language users are able to describe their abilities more accurately, showing a higher level in social situations than, say, academic writing and discussions.

CEFR levels, coursebooks and Outcomes

It is important to realize that the CEFR is not a syllabus and does not provide scales for every possible language situation for students. For example, a student's needs and motivation may lead them to the task of talking about football (not exemplified in the CEFR!). However, we can construct a scale based on the global and specific scales in the CEFR and say that an A1 student 'can exchange basic opinions on matches, players and teams', but a C2 student 'can describe matches and incidents in detail, using a range of language including colloquial expressions and jargon'. As a teacher or materials writer we can then think of the language students will need to achieve these levels and how we might present and practise it. Furthermore, the can-do statements describe achievement and current ability, *not* the student's future level, the language required to reach that level, or the time it will take. No coursebook can guarantee a level a student will attain and it is for *you* to judge whether the language presented will help students achieve their objectives.

Finally, existing coursebook level descriptors in ELT (elementary, pre-intermediate, etc.) do not exactly fit with the CEFR and nor are the CEFR levels necessarily even steps. It seems likely that moving from C1 to C2, for example, will take a lot longer than A1 to A2, largely because of the different amounts of vocabulary learning each entails.

For all these reasons, this book has been developed for students who are at one level, and who are working towards the next level. This means that some tasks and language input – particularly at the beginning of the book – are aimed more at revising and teaching language to achieve the lower level, while most other input is aimed at achieving the higher level. Note though, that in any one class, students will achieve *different* levels in any one task, including being below or above the level expected. If this happens consistently, you are probably using the wrong level

book or the student is in the wrong class for them. That is for you to assess.

How does Outcomes match the aims of the CEFR?

Outcomes was written very much with the CEFR in mind. We think about what we want students to be able to do and the kind of conversation they'll have first; we write some models, we notice the specific language they may need (grammar, words or phrases) and we try to present that language in exercises to help them achieve these goals. When we teach grammar or vocabulary, we try to think of clear examples that might be used in particular situations. We also looked at a lot of the can-do statements and specific situations that the testing organisation, ALTE, describe. We tried to include as many of these as possible. We have also tried to include a range of social, public, occupational and educational contexts, in terms of all four skills, even at low levels.

We have helped students and teachers see these clear objectives at the beginning of each unit, so that students understand what they should be able to do based on the input and specific language areas. You can also see this in the mapping to the CEFR here. We help students' self-directed learning with the Interactive Vocabulary Builder (found on the website, ngl.cengage.com/Outcomes), the Grammar reference with exercises and the online workbook. We encourage intercultural awareness and the exchange of thoughts and ideas through many short speaking tasks, texts about different countries and contexts, and hearing speakers of different nationalities.

The CEFR and you!

It is not only coursebook writers that take the CEFR into account. As a teacher, you can also meet CEFR goals by taking language in the book and giving more examples that make use of the students' immediate knowledge and situation. This can be done by asking questions that encourage students to think about how they would use language, encouraging students to exchange ideas and feelings and by creating a learning environment that makes this possible.

You might also want to read the CEFR itself and use the 'Users of the manual may wish to consider' sections it has throughout for discussions with colleagues or self-reflection. Visit www.coe.int to find out more about the CEFR and download a pdf of the manual itself.

Outcomes Upper Intermediate

CEFR Overview Framework level: B2

Communicative activities

Reception (spoken)

<p>Understanding interaction between native speakers: Can keep up with an animated conversation between native speakers.</p>	<p>p9, Listening exs 10,11; p17, Listening ex 6; p20 Listening exs 2,3; p 27, Listening exs 8,9; Listening, pps 30-31 exs 4,6,7; pps 34-35, ex 3; pps 36-37 ex 7; p44, Listening exs 1,2; p48, Listening exs 2,3; p52, Listening exs 4,5; p54, Listening ex 3; p62, Listening ex 5; p66, Listening exs 1,2,4; p 70, Listening ex 5; p 80, Listening exs 3,4; p88, Listening exs 2,3; p 92, Listening exs 2,3; pps 98-99 exs 5,6,7; p106, Listening exs 3,4; p117, Listening ex 8; p124, Listening exs 4,5; p134, Listening exs 5,6; p142, Listening exs 3,4.</p>
<p>Listening as a member of a live audience: Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex.</p>	<p>p84-85, Listening exs 2,5</p>
<p>Listening to announcements and instructions: Can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed.</p>	<p>p143, Pronunciation ex 11</p>
<p>Listening to radio and audio recordings: Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.</p>	<p>p8, Grammar exs 1,2; p9, Listening exs 10,11; p12, Listening ex 7; p82, Listening ex 2; p102, Listening exs 3,4; pps 108-109, Listening exs 5,7,8; p120, Listening exs 3,4; p129, Listening exs 9,11,12; p138, Listening exs 4,6</p>
<p>Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone, etc.</p>	<p>pps 126-127, Reading ex 5; pps 146-147, Listening exs 3,4.</p>
<p>Watching TV and film: Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.</p>	<p>p22, Video exs 2,3,4; p40, Video exs 2,3,4,5; p58, Video ex 2; p76, Video exs 2,3; p95, Video exs 2,3; p112, Video exs 2,4; p130, Video ex 2; p148, Video exs 2,3,4.</p>

Reception (written)

<p>Reading correspondence: Can read correspondence relating to his/her field of interest and readily grasp the essential meaning.</p>	<p>pps 18-19, Reading, exs 6,7; pps 56 -57, Reading exs 2,5,6; p150, Writing exs 4,5; p151, Practice, ex 9; p152, Writing ex 2; p164, Writing ex 1;</p>
<p>Reading for orientation: Can scan quickly through long and complex texts, locating relevant details.</p>	<p>pps 46-47, Reading ex 6; pps 64-64, Reading ex 5; pps 144-145, Reading ex 4.</p>

<p>Reading for information and argument: Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances and viewpoints.</p>	<p>pps 28-29, Reading ex 3; pps 38-39, Reading ex 2; pps 46-47, Reading ex 7; pps 64-65, Reading exs 3,4; pps 74-75, Reading exs 2,3,4; pps 82-83, Reading exs 4,5; pps 90-91, Reading ex 2; pps 100-101, Reading ex 2; pps 110-111, Reading ex 2; pps 118-119, Reading exs 6,7,8; pps 126-127, Reading ex 3; pps 136-137, Reading ex 2; pps 144-145, Reading ex 6; p146, Speaking ex 1; p154, Writing ex 2; p156, Writing ex 5; p158, Writing ex 3; pps 16-161, Writing exs 1,2; p162, Writing ex 3.</p>
<p>Can obtain information, ideas and opinions from highly specialized sources within his/her field.</p>	<p>p57, Listening ex 11; p103, Speaking ex 9; pps 108-109, Listening ex 4; p110, Speaking ex 9.</p>

Interaction (spoken)

<p>Understanding a native speaker interlocutor: Can understand in detail what is said to him/her in the standard spoken language even in a noisy environment.</p>	<p>p107, Pronunciation ex 8; p110, Pronunciation ex 8; p128, Pronunciation ex 4.</p>
<p>Conversation: Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.</p>	<p>p17, Conversation Practice exs 10,11; pps 18-19, Reading exs 5,9; p22, Video ex 1; p40, Video ex 1; p45, Conversation Practice ex 10; p46, Vocabulary exs 3,4; p49, Vocabulary ex 6; p49, Pronunciation ex 11; p53, Conversation Practice ex 13; p54, Speaking ex 9; p58, Video ex 1; p63, Conversation Practice ex 12; p71, Pronunciation ex 10; p71 Conversation Practice ex 14; p81, Conversation Practice exs 14,15; p87, Speaking exs 1,2; p89, Developing Conversations exs 7,8; p89, Conversation Practice ex 9; p97, Speaking ex 1; p99, Pronunciation ex 9; p99, Conversation Practice exs 11,12; pps100-101, Reading ex 4; p105, Speaking exs 1,2; p107, Conversation Practice ex 14; p115, Speaking exs 1,2; p117, Developing Conversations ex 11; p112, Conversation Practice ex 12; p123, Speaking exs 1,2; p125, Conversation Practice ex 13; p125, Grammar ex 11; p133, Speaking exs 1,2; p135, Conversation Practice exs 11,12.</p>
<p>Can convey degrees of emotion and highlight the personal significance of events and experiences.</p>	<p>p8, Grammar exs 4,5; p9, Conversation Practice ex 15; p15, Speaking exs 1,2; p18, Vocabulary ex 4; p25, Speaking ex 1; p43, Speaking exs 1,2; p53, Developing Conversations ex 12; p79, Speaking ex 2; p87, Speaking exs 1,2; p88, Vocabulary ex 1; p91, Speaking ex 6; p92, Listening ex 4; p93, Pronunciation ex 10; p93, Vocabulary ex 12; p97, Speaking ex 1; p98, p 99, Pronunciation ex 9; Vocabulary ex 3; p99, Conversation Practice exs 11,12; pps 100-101, Reading ex 4; p102, Grammar ex 8; p105, Speaking ex 2; p107, Conversation Practice ex 14; p115, Speaking exs 1,2; p 123, Speaking exs 1,2; p133, Speaking exs 1,2.</p>

<p>Informal discussion (with friends): Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.</p>	<p>p8, Grammar exs 4,5; p9, Vocabulary, ex9; p9, Developing Conversations exs 12,14; p9, Conversation Practice ex 15; p10, Vocabulary ex s 2,4,5; p10, Listening ex 6; pps 12-13, Reading exs 1,3,4,6; p16, Vocabulary exs 1,2,5; P20, Speaking ex 1; p28, Understanding Vocabulary ex 10;p21, Speaking exs 11,12; p22, Video exs 3,5; p35, Conversation Practice ex 13; p49,Pronunciation ex 12; p89, Grammar ex 6</p>
<p>Can take an active part in informal discussions in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.</p>	<p>p21, Speaking exs 11,12; p27, Speaking ex 10; p37, Speaking ex 12; p38, Speaking ex 8; p103, Speaking exs 10,11.</p>

Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.

p7, Speaking exs 1,2; p10, Speaking ex 1; p10, Vocabulary exs 2,4,5; p10, Listening ex 6; p15, Speaking exs 1,2; p20, Listening ex 4; p21, Speaking exs 11,12; p22, Video exs 3,5; p25, Speaking ex 1; p26, Vocabulary ex 1; p29, Speaking ex 11; pps 30-31, Listening exs 5,9; p31, Speaking ex 14; p33, Speaking ex 1; p34, Vocabulary ex 2; pps 34-35, Listening ex 5; p35, Conversation Practice ex 13; p36, Speaking exs 1,2; pps 36-37, Listening exs 6,7; pps 38-39, Reading exs 1,3,4; p38, Grammar exs 5,6,7; p38, Speaking ex 8; p40, Video ex 6; p43, Speaking exs 1,2; p44, Listening ex 3; p44, Vocabulary ex 6; p46, Speaking ex 1; pps 46-47, Reading ex 5; p48, Listening exs 1,4; p51, Speaking exs 1,2; p52, Listening ex 6; p54, Listening exs 1,2,5; pps 56-57, Reading exs 1,3,4; p57, Listening exs 8,12; p58, Video exs 3,5; p64, Speaking ex 1; pps 64-65, Reading exs 2,3,4,6; p64, Grammar ex 9; p66, Listening exs 1,5; p67, Understanding Vocabulary ex 8; p69, Speaking ex 1; p70, Listening ex 7; p71, Grammar ex 13; p72, Speaking ex 4; pps 72-73, Listening exs 7,8,9,10; p73, Grammar exs 13,15; pps 74-75, Reading exs 1,2,3,5,7; p76, Video exs 3,4,6; p79, Speaking exs 1,2; p80, Vocabulary exs 1,2; p80, Listening ex 5; p81, Grammar ex 9; p82, Speaking ex 1; p82, Listening ex 3; pps 82-83, Reading ex 7; pps 84-85, Listening exs 1,3,6; p85, Vocabulary ex 8; pps 90-91, Reading exs 1,3; p91, Speaking ex 6; p92, Speaking ex 1; p92, Listening ex 4; p95, Video exs 1,3,4; p97, Speaking ex 2; p98, Vocabulary ex 2; pps 98-99, Listening ex 4; p100, Speaking ex 1; pps 100-101, Reading ex 4; p100, Grammar ex 7; p102, Vocabulary ex 2; p102, Listening ex 5; p103, Speaking exs 10,11; p105, Speaking exs 1,2; p106, Vocabulary ex 2; p106, Listening ex 5; p107, Developing Conversations ex 12; pps 108-109, Listening exs 4,6,9; p109, Grammar exs 10,13; pps 110-111, Reading exs 1,3; p112, Video exs 1,3,5; p115, Speaking exs 1,2; p117, Listening ex 9; p118, Speaking ex 1; pps 118-119, Reading exs 6,9; p120, Speaking ex 1; p120, Listening ex 5; p120, Vocabulary ex 8; p123, Speaking exs 1,2; p124, Speaking ex 3; p124, Listening ex 6; p126, Speaking ex 2; pps 126-127, Reading exs 5,6; p126, Grammar ex 9; p128, Speaking ex 1; p128, Pronunciation ex 5; p129, Understanding Vocabulary ex 7; p129, Listening exs 8,10,11,13,14; p130, Video exs 1,3,5; p133, Speaking exs 1,2; p134, Vocabulary ex 1; p134, Listening exs 6,7; p135, Conversation Practice exs 11,12; p136, Speaking ex 1; pps 136-137, Reading exs 3,4; p138, Vocabulary exs 1,3; p138, Listening exs 5,7; p141, Speaking exs 1,2; p143, Pronunciation ex 12; p144, Speaking ex 1; p144, Vocabulary ex 3; pps 144-145, Reading exs 5,8; p145, Speaking ex 9; p146, Speaking ex 1; pps 146-147, Listening exs 2,5; p148, Video ex 1,3,5; p150, Speaking ex 1; p150, Grammar ex 3; p150, Writing exs 4,5; p152, Speaking ex 1; p152, Writing ex 5; p153, Practice ex 10; p154, Speaking ex 1; p154, Writing ex 3; p156, Writing ex 7; p158, Speaking ex 1; p158, Writing ex 2; p159, Speaking ex 4; pps 160-161, Writing exs 1,3; p162, Speaking ex 1; p162, Writing ex 5; p 163, Key Words for Writing exs 9,10; p163, Practice ex 11; p165, Practice ex 5

Formal discussion (meetings): Can participate actively in routine and non-routine formal discussion.	p143, Conversation Practice exs 15,16
Goal-oriented co-operation: Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.	p27, Conversation Practice ex 11
Transactions to obtain goods and services: Can explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession.	p125, Conversation Practice, ex 13.
Information exchange: Can pass on detailed information reliably.	p143, Pronunciation ex 11

Interaction (written)

Correspondence: Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views.	p51, Practice ex 9; p153, Practice ex 11; p165, Practice exs 6,7
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Production (spoken)

Sustained monologue (describing experience): Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.	p11, Speaking ex 12; pps 12-13, Reading exs 5,8; p25, Speaking ex 1; p27, Developing Conversations ex 7; p35, Grammar ex 9; p44, Listening ex 3; p47, Speaking ex 11; p49, Vocabulary ex 7; p52, Vocabulary ex 3; p53, Pronunciation ex 10; p55, Grammar ex 12; p55, Understanding Vocabulary ex 14; p57, Speaking ex 13; p62, Pronunciation ex 4; pps 62-63, Grammar ex 9; p70, Vocabulary ex 4; p82, Pronunciation ex 12; pps 84-84, Listening ex 1; p90, Vocabulary ex 5; p108, Vocabulary ex 3; pps 110-111, Reading ex 5; p116, Vocabulary ex 3; pps 134-135, Developing Conversations ex 9; pps 136-137, Reading ex 5; p139, Grammar ex 11; p139, Speaking ex 14; p147, Grammar ex 8; p147, Speaking ex 13; p156, Vocabulary exs 3,4; p157, Key Words for Writing ex 10; p159, Vocabulary ex 7.
Addressing audiences: Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options.	p85, Speaking ex 13

Production (written)

Creative writing: Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest.	p63, Developing Conversations ex 10; p125, Practice ex11; p157, Practice ex 11
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<p>Reports and essays: Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.</p>	<p>p159, Practice ex 12; p161, Practice ex 9.</p>
<p>Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.</p>	<p>p163, Practice ex 13.</p>

Communication strategies Interaction

<p>Identifying cues and inferring (spoken and written): Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehensions by using contextual clues.</p>	<p>p10, Listening ex 8; p12, Listening ex 7; p20, Listening exs 2,3; p22, Video exs 2,3,4; pps 28-29, Reading ex 4; pps 36-37, Listening exs 3,4; p40, Video exs 2,3,4,5; p48, Listening ex 3; p54, Listening exs 3,4; pps 56-57, Reading exs 5,6; p57, Listening exs 9,10; p70, Listening ex 6; pps 72-3, Listening exs 6,8,9; pps 74-75, Reading ex 4; pps 82-83, Reading ex 5; pps 84-85, Listening ex 5; p102, Listening exs 3,4; P106, Listening ex 4; p108-9, Listening ex 8; p118-9, Reading exs 7,8; p120, Listening ex 4; p124, Listening ex 5; p129, Listening exs 11,13; pps 136-7, Reading ex 4; pps 146-7, Listening ex 4.</p>
<p>Asking for clarification: Can ask follow-up questions to check that he/she has understood what a speaker intended to say, and get clarification of ambiguous points.</p>	<p>p27, Conversation Practice ex 11; p45, Conversation Practice ex 10.</p>
<p>Planning: Can plan what is to be said and the means to say it, considering the effect on the recipient/s.</p>	<p>p11, Speaking ex 12; p28, Speaking ex 1; p31, Speaking ex 13; p37, Speaking ex 11; p45, Conversation Practice ex 10; p54, Speaking exs 6,7,8; p63, Conversation Practice ex 11; p85, Speaking exs 12,13; p99, Conversation Practice ex 10; p107, Conversation Practice ex 13; p125, Conversation Practice ex 12; p129, Speaking exs 15,16; p139, Speaking exs 12,13; p147, Speaking exs 11,12; p151, Practice ex 8; p125, Practice ex 10; p159, Practice exs 10,11; p161, Practice ex 8; p163, Practice ex 12.</p>
<p>Can rehearse and try out new combinations and expressions, inviting feedback.</p>	<p>p85, Speaking exs 12,13; p129, Speaking exs 15,16; p139, Speaking exs 12,13; p147, Speaking exs 11,12; p125, Practice ex 10.</p>

Working with text

Note-taking (lectures, seminars, etc.) Can understand a clearly structured lecture on a familiar subject, and can take notes on points which strike him/her as important, even though he/she tends to concentrate on the words themselves and therefore to miss some information.	pps 34-5, Listening ex 3; pps 72-3, Listening ex 5; pps 84-5, Listening ex 4; p95, Video exs 2,3; pps 108-9, Listening ex 7; p129, Listening exs 9,12; p130, Video ex 2; p134, Listening exs 5,6; p142, Listening exs 4,5.
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Communicative language competence

Linguistic – range

Vocabulary range: Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	p9, Speaking ex 6; p10, Vocabulary exs 2,3,4; pps 12-13, Reading exs 3,6; p16, Vocabulary exs 1,2; p18, Vocabulary exs 2,3,4; pps 18-19, Reading ex 8; p20, Listening ex 4; p26, Vocabulary exs 2,3; pps 28-9, Reading exs 5,6; p28, Understanding Vocabulary exs 7,8,9,10; p30, Vocabulary exs 1,3; p31, Speaking ex 14; p34, Vocabulary ex 1; pps 38-9, Reading exs 1,3; p44, Vocabulary exs 4,5; p46, Vocabulary exs 2,3; p49, Vocabulary exs 5,6,7; p52, Vocabulary exs 1,2,3; p55, Understanding Vocabulary exs 13,14; pps 56-7, Reading ex 7; p57, Speaking ex 13; p62, Vocabulary ex 1; p62, Pronunciation ex 3; pps 64-5, Reading ex 2; p66, Listening exs 3,4; p67, Understanding Vocabulary exs 6,7; p70, Vocabulary exs 1,2,3,4; p70, Listening exs 6,7; p72, Vocabulary exs 1,2,3; p76, Video exs 1,5; p80, Vocabulary exs 1,2; pps 82-3, Reading exs 6; p85, Vocabulary exs 7,9; p87, Speaking exs 1,2; p88, Vocabulary ex1; p90, Vocabulary ex 4; p93, Vocabulary ex 11; p95, Video ex 3; p97, Speaking ex 2; p98, Vocabulary exs 1,2,3; pps 98-9, Listening ex 4; pps 100-101, Reading ex 3; p 102, Vocabulary exs 1,2; p106, Vocabulary exs 1,2; p107, Conversation Practice ex 14; p108, Vocabulary exs 1,2; p108-9, Listening ex 9; pps 100-111, Reading ex 4; p116, Vocabulary exs 1,2,3; p117, Developing Conversations ex 10; p120, Listening ex 2; p120, Vocabulary exs 6,7,8,9; p124, Vocabulary exs 1,2,3; pps 126-7, Reading exs 4,6; p128, Pronunciation exs 2,3; p129, Understanding Vocabulary exs 6,7; p130, Video exs 4,5; p134, Vocabulary exs 2,3,4; p135, Conversation Practice exs 11,12; p136, Understanding Vocabulary exs 6,7; p138, Vocabulary exs 1,2,3; p142, Vocabulary exs 1,2; p143, Pronunciation exs 9,10,12; p144, Vocabulary ex 2; pps 144-5, Reading ex 7; pps 146-7, Listening ex 6; p147, Vocabulary exs 9,10; p151, Vocabulary ex 6; p152, Writing exs 3,4; p152, Key Words for Writing exs 6,7; p152, Practice ex 11; p155, Vocabulary exs 4,5; p155, Key Words for Writing ex 6; p156, Vocabulary exs 1,2,3,4; p156, Writing ex 6; p157, Key Words for Writing exs 8,9; p157, Practice ex 11; p158, Writing ex 3; p159, Vocabulary exs 5,6,7; pps 160-161, Writing ex 2; p163, Key Words for Writing exs 6,7,8; pps 164-5, Vocabulary exs 2,3,4
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<p>Grammatical accuracy: Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.</p>	<p>p8, Grammar, exs 1,2; p9, Developing Conversations ex 12; p11, Grammar exs 9,10; p16, Vocabulary ex 3; p17, Grammar exs 7,8; p17, Conversation Practice exs 10,11; pps 18-19, Reading ex 6; pps 20-21, Grammar exs 5,6,7,8,9; p26, Grammar exs 4,5; pps 30-31, Listening ex 8; p31, Grammar exs 10,11,12; p31, Speaking ex 14; pps 34-35, Listening ex 4; p35, Grammar exs 6,7,8; pps 36-37, Listening ex 5; p38, Grammar exs 5,6,7; p46, Grammar exs 8,9; p49, Grammar exs 8,9; p49, Pronunciation ex 12; pps 52-53, Grammar exs 7,8; p53, Developing Conversations exs 11,12; p55, Grammar exs 10,11; p58, Video ex 4; pps 62-63, Grammar exs 6,7,8; p63, Developing Conversations ex 10; p64, Grammar exs 7,8,9; pps 70-71, Developing Conversations ex 8; p71, Grammar exs 11,12; p72, Vocabulary ex 2; p73, Grammar exs 11,12,14; pps 74-5, Reading exs 6,7; p81, Grammar exs 6,7,8,9; p81, Pronunciation ex 12; p82, Grammar exs 8,9; p82 Pronunciation ex 12; p89, Grammar exs 4,5,6; p89, Developing Conversations exs 7,8; p93, Grammar exs 5,6,7; p100, Grammar exs 5,6; p102, Grammar exs 6,7,8; pps 106-107, Grammar exs 6,7; p107, Pronunciation ex 9; p107, Developing Conversations ex 11; p107, Conversation Practice ex 14; p109, Grammar exs 11,12; p116, Grammar exs 4,5; p117, Pronunciation ex 7; p118, Grammar exs 2,3,4,5; p124, Grammar exs 7,8; p125, Developing Conversations ex 9; p126, Grammar exs 7,8,10; pps 134-5, Developing Conversations exs 8,9; p135, Grammar ex 10; p139 Grammar exs 8,9,10; p139, Speaking ex 14; p143, Grammar exs 13,14; p143, Conversation Practice exs 15,16; p147, Grammar exs 7,8; p150, Grammar exs 2,3; p151, Practice ex 9; pps 152-3, Grammar exs 8,9; p155, Grammar exs 7,8,9; p125, Practice ex 11; p161, Grammar ex 4; p162, Grammar ex 2; p162, Writing ex 4</p>
<p>Vocabulary control: Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.</p>	<p>p120, Vocabulary ex 9</p>

<p>Phonological control: Has a clear, natural pronunciation and intonation.</p>	<p>p9, Vocabulary ex 7; p9, Developing Conversations ex 13; p11, Pronunciation ex 11; p16, Vocabulary ex 4; p17, Conversation Practice exs 10,11; p21, Pronunciation ex 10; p22, Understanding Fast Speech, exs 6,7; p30, Pronunciation ex2; p35, Pronunciation ex 11; p37, Pronunciation ex 9; p37, Speaking ex 12; p40, Understanding Fast Speech exs 7,8; p45, Developing Conversations exs 8,9; p47, Pronunciation ex 10; p49, Pronunciation ex 10; p58, Understanding Fast Speech exs 6,7; p62, Pronunciation ex 1; p71, Pronunciation exs 9,10; p76, Understanding Fast Speech ex2 7,8; p81, Pronunciation ex 11; p82, Pronunciation exs 10,11; p85, Pronunciation exs 10,11; p93, Pronunciation exs 8,9,10; p94, Understanding Fast Speech exs 5,6; p99, Pronunciation ex 9; p107, Pronunciation ex 9; p110, Speaking exs 10,11; p112, Understanding Fast Speech exs 6,7; p117, Pronunciation ex 6; p125, Pronunciation exs 10,11; p128,, Pronunciation ex 3; p130, Understanding Fast Speech exs 6,7; p148, Understanding Fast Speech exs 6,7</p>
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Sociolinguistic

<p>Sociolinguistic appropriateness: Can express him/herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person (s) concerned.</p>	<p>p9, Developing Conversations ex 12; p9, Conversation Practice ex 15; P17, Developing Conversations ex 9; p35, Developing Conversations ex 10; p35, Pronunciation ex 12; p37, Developing Conversations ex 8; p37, Speaking ex 12; p45, Developing Conversations ex 7; p49, Vocabulary ex 6; p81, Developing Conversations ex 10; p81, Pronunciation ex 13; p89, Developing Conversations exs 7,8; p89, Conversation Practice ex 9; p99, Developing Conversations ex 8; p99, Conversation Practice exs 11,12; p107, Conversation Practice ex 14; p125, Pronunciation ex 11; p125, Conversation Practice ex 13; pps 142,143, Developing Conversations exs 6,7,8; p143, Conversation Practice exs 15,16; pps 164-5, Vocabulary exs 2,3,4; p165, Practice exs 6,7.</p>
<p>Can sustain relationships with native speakers without intentionally amusing or irritating them or requiring them to behave other than they would with a native speaker.</p>	<p>p9, Developing Conversations ex 12; p9, Conversation Practice ex 15; p31, Grammar ex 12; p35, Developing Conversations ex 10.</p>

Pragmatic

<p>Thematic development: Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples.</p>	<p>p61, Speaking exs 1,2; pps 62-63, Grammar ex 9; p72, Vocabulary ex 3; p93, Vocabulary ex 12; p107, Pronunciation ex 9; p118, Grammar ex 5; p139, Speaking ex 14.</p>
<p>Coherence: Can use a variety of linking words efficiently to mark clearly the relationship between ideas.</p>	<p>p151, Key Words for Writing, ex 7; p152, Key Words for Writing ex 6; p159, Key Words for Writing exs 8,9; p161, Key Words for Writing exs 5,6,7.</p>

Outcomes Upper Intermediate CEFR mapping

Framework level: B2

Unit 1 Entertainment

Speaking (page 7)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can engage in extended conversation on a general topic in a clearly participatory fashion.	1,2
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	

A question of taste

Grammar (page 8)

COMPONENT	DESCRIPTOR	EXERCISE
Listening to radio audio and recordings	Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.	1,2
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	1,2,3,4,5
Conversation	Can engage in extended conversation on a general topic in a clearly participatory fashion. Can express ideas and opinions with precision. Can convey degrees of emotion and highlight the personal significance of events and experiences.	4,5

Vocabulary (page 9)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	6
Phonological control	Has a clear, natural pronunciation and intonation.	7
Informal discussion (with friends)	Can express his/her ideas and opinions with precision.	9

Listening (page 9)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can keep up with an animated conversation between native speakers.	10, 11

Listening to radio audio and recordings	Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.	
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Developing Conversations (page 9)

COMPONENT	DESCRIPTOR	EXERCISE
Sociolinguistic appropriateness	Can express him or herself appropriately in situations. Can sustain relationships with native speakers without intentionally amusing or irritating them or requiring them to behave other than they would with a native speaker.	12
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	
Informal discussion (with friends)	Can express his/her ideas and opinions with precision.	12, 14
Phonological control	Has a clear, natural pronunciation and intonation.	13

Conversation Practice (page 9)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can engage in extended conversation on a general topic in a clearly participatory fashion. Can express ideas and opinions with precision. Can convey degrees of emotion and highlight the personal significance of events and experiences.	15
Sociolinguistic appropriateness	Can express him or herself appropriately in situations. Can sustain relationships with native speakers without intentionally amusing or irritating them or requiring them to behave other than they would with a native speaker.	

In the picture

Speaking (page 10)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can express his/her ideas and opinions with precision. Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1

Vocabulary (page 10)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	2,3,4
Informal discussion (with friends)	Can express his/her ideas and opinions with precision. Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	2,4,5

Listening (page 10)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can express his/her ideas and opinions with precision. Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	6
Listening as a member of a live audience	Can follow the essentials of talks which are propositionally and linguistically complex.	7,8
Identifying cues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	8

Grammar (page 11)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	9,10

Pronunciation (page 11)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Has a clear, natural pronunciation and intonation.	11

Speaking (page 11)

COMPONENT	DESCRIPTOR	EXERCISE
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	12
Sustained monologue	Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.	

Telling tales

Reading (pages 12–13)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can express his/her ideas and opinions with precision.	1,3,4, 6
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and	3, 6
Reading for information & argument	Can understand article and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	2,3,4,5
Sustained monologue	Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.	5, 8

Listening (page 12)

COMPONENT	DESCRIPTOR	EXERCISE
Listening to radio audio and recordings	Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.	7

Identifying cues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	
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Unit 2 Sightseeing Speaking (page 15)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can engage in extended conversation on a general topic in a clearly participatory fashion. Can convey degrees of emotion and highlight the personal significance of events and experiences.	1,2
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	

About town

Vocabulary (page 16)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	1,2
Informal discussion (with friends)	Can express his/her ideas and opinions with precision.	1,2, 5
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	3
Phonological control	Has a clear, natural pronunciation and intonation.	4

Listening (page 17)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can keep up with an animated conversation between native speakers.	6

Grammar (page 17)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	7,8

Developing Conversations (page 17)

COMPONENT	DESCRIPTOR	EXERCISE
Sociolinguistic appropriateness	Can express him or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	9

Conversation Practice (page 17)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	10,11
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	
Phonological control	Has a clear, natural pronunciation and intonation.	

A carnival atmosphere

Vocabulary (page 18)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	2,3,4
Conversation	Can convey degrees of emotion and highlight the personal significance of events and experiences.	4

Reading (pages 18–19)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	5,9
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	6
Reading correspondence	Can read correspondence relating to his/her field of interest and readily grasp the meaning.	6,7
Reading for orientation	Can scan quickly through long complex texts, locating relevant details.	7,8
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	8

Worth a visit

Speaking (page 20)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.	1

Listening (page 20)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native	Can keep up with an animated conversation between native speakers.	
Listening to radio, audio and recordings	Can understand recordings in standard dialect likely to be encountered in social, professional, or academic life and identify speaker viewpoints and attitudes as well as the information content.	

Identifying cues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	2,3
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	4
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	

Grammar (pages 20-21)

Talking about the future

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	5,6,7,8,9

Pronunciation (page 21)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Has a clear, natural pronunciation and intonation.	10

Speaking (page 21)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly. Can take part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	11,12

A Chinese artist in Harlem

Video 1 (page 22)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	1
Watching TV and film	Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.	2,3,4
Identifying cues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.	3,5

Understanding Fast Speech (page 22)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Has a clear, natural pronunciation and intonation.	6,7

Unit 3 Things You Need

Speaking (page 25)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can engage in extended conversation on a general topic in a clearly participatory fashion. Can convey degrees of emotion and highlight the personal significance of events and experiences.	1
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	
Sustained monologue	Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.	

Making do

Vocabulary (page 26)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	2,3

Grammar (page 26)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	4,5

Developing Conversations (page 27)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can keep up with an animated conversation between native speakers.	6
Sustained monologue	Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.	7

Listening (page 27)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can keep up with an animated conversation between native speakers.	8,9

Speaking (page 27)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can take part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	10
Conversation	Can engage in extended conversation on a general topic in a clearly participatory fashion.	

Conversation Practice (page 27)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can engage in extended conversation on a general topic in a clearly participatory fashion.	
Goal-oriented co-operation	Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.	11
Asking for clarification	Can ask follow up questions to check that he/she has understood what a speaker intended to say, and get clarification of ambiguous points.	11

Full house

Speaking (page 28)

COMPONENT	DESCRIPTOR	EXERCISE
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient.	1
Conversation	Can engage in extended conversation on a general topic in a clearly participatory fashion.	2

Reading (pages 28–29)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for information & argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	3
Identifying cues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	4
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	5,6

Understanding Vocabulary (page 28)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	7,8,9,10
Informal discussion (with friends)	Can express his/her ideas and opinions with precision.	10

Speaking (pages 29)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for information & argument	Can obtain information, ideas and opinions from specialized sources within his/her field.	11
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	

Finding fault

Vocabulary (page 30)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	1,3

Pronunciation (page 30)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Has a clear, natural pronunciation and intonation.	2

Listening (pages 30-31)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can keep up with an animated conversation between native speakers.	4,6,7
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	5,9
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	8

Grammar (page 31)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	10,11,12
Sociolinguistic appropriateness	Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker.	12

Speaking (page 31)

COMPONENT	DESCRIPTOR	EXERCISE
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient.	13

Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	14
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	

Unit 4 Society Speaking (page 33)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can engage in extended conversation on a general topic in a clearly participatory fashion.	1
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	

The state of the nation Vocabulary (page 34)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	1
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	2

Listening (pages 34-35)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can keep up with an animated conversation between native speakers.	3
Note-taking (lectures, seminars, etc.)	Can understand a clearly structured lecture on a familiar subject, and can take notes on points which strike him/her as important, even though he/she tends to concentrate on the words themselves and therefore to miss some information.	
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	4
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	5

Grammar (page 35)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	6,7,8

Sustained monologue	Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.	9
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Developing Conversations (page 35)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker.	10
Sociolinguistic appropriateness	Can express him or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	

Pronunciation (page 35)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Has a clear, natural pronunciation and intonation.	11
Sociolinguistic appropriateness	Can express him or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	12

Conversation Practice (page 35)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can engage in extended conversation on a general topic in a clearly participatory fashion.	13
Informal discussion (with friends)	Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly. Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	

Big issues

Speaking (page 36)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1,2

Listening (pages 36-37)

COMPONENT	DESCRIPTOR	EXERCISE
Listening to radio, audio and recordings	Can understand recordings in standard dialect likely to be encountered in social, professional, or academic life and identify speaker viewpoints and attitudes as well as the information content.	3,4
Identifying cues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	5
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	6,7

Understanding interaction between native speakers	Can keep up with an animated conversation between native speakers.	7
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Developing Conversations (page 37)

COMPONENT	DESCRIPTOR	EXERCISE
Sociolinguistic appropriateness	Can express him or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	8

Pronunciation (page 37)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Has a clear, natural pronunciation and intonation.	9
Sociolinguistic appropriateness	Can express him or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	10

Speaking (page 37)

COMPONENT	DESCRIPTOR	EXERCISE
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient.	11
Conversation	Can engage in extended conversation on a general topic in a clearly participatory fashion.	12
Informal discussion (with friends)	Can take part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	
Sociolinguistic appropriateness	Can express him or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	
Phonological control	Has a clear, natural pronunciation and intonation.	

Make a difference

Reading (pages 38-39)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	1,3
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1,3,4
Reading for information & argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	2

Grammar (page 38)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	5,6,7
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	

Speaking (page 38)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. Can take part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	8

Wood-powered car

Video 2 (page 40)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	1
Watching TV and film	Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.	2,3,4,5
Identifying cues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	6

Understanding Fast Speech (page 40)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Has a clear, natural pronunciation and intonation.	7,8

Unit 5 Sports and Interests

Speaking (page 43)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1,2
Conversation	Can convey degrees of emotion and highlight the personal significance of events and experiences.	

Time out

Listening (page 44)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can keep up with an animated conversation between native speakers.	1,2
Sustained monologue	Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.	3
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	

Vocabulary (page 44)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	4,5
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	6

Developing Conversations (page 45)

COMPONENT	DESCRIPTOR	EXERCISE
Sociolinguistic appropriateness	Can express him or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	7
Phonological control	Has a clear, natural pronunciation and intonation.	8,9

Conversation Practice (page 45)

COMPONENT	DESCRIPTOR	EXERCISE
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient.	10
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	
Asking for clarification	Can ask follow up questions to check that he/she has understood what a speaker intended to say, and get clarification of ambiguous points.	

You should've been there

Speaking (page 46)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1

Vocabulary (page 46)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	2,3
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	3,4

Reading (pages 46-47)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	5
Reading for orientation	Can scan quickly through long and complex texts, locating relevant details.	6
Reading for information & argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	7

Grammar (page 46)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	8,9

Pronunciation (page 47)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Has a clear, natural pronunciation and intonation.	10

Speaking (page 47)

COMPONENT	DESCRIPTOR	EXERCISE
Sustained monologue	Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.	11

A bit extreme

Listening (page 48)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1,4
Understanding interaction between native speakers	Can keep up with an animated conversation between native speakers.	2,3
Identifying cues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	3

Vocabulary (page 49)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	5,6,7
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	6
Sociolinguistic appropriateness	Can express him or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	
Sustained monologue	Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.	7

Grammar (page 49)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	8,9

Pronunciation (page 49)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Has a clear, natural pronunciation and intonation.	10
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	11
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	12
Informal discussion (with friends)	Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.	

Unit 6 Accommodation Speaking (page 51)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1,2

Going Places

Vocabulary (page 52)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	1,2,3
Sustained monologue	Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.	3

Listening (page 52)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can keep up with an animated conversation between native speakers.	4,5
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	6

Grammar (pages 52-53)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	7,8

Pronunciation (page 53)

COMPONENT	DESCRIPTOR	EXERCISE
Listening to radio, audio and recordings	Can understand recordings in standard dialect likely to be encountered in social, professional, or academic life and identify speaker viewpoints and attitudes as well as the information content.	9
Sustained monologue	Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.	10

Developing Conversations (page 53)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	11,12
Conversation	Can convey degrees of emotion and highlight the personal significance of events and experiences.	12

Conversation Practice (page 53)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	

Sorted!

Listening (page 54)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1,2,5
Understanding interaction between native speakers	Can keep up with an animated conversation between native speakers.	3

Identifying cues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	3, 4
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Speaking (page 54)

COMPONENT	DESCRIPTOR	EXERCISE
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient.	6,7,8
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	9

Grammar (page 55)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	10,11
Sustained monologue	Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.	12

Understanding Vocabulary (page 55)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	13,14
Sustained monologue	Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.	14

A shock to the system

Reading (pages 56-57)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1,3,4
Reading correspondence	Can read correspondence relating to his/her field of interest and readily grasp the essential meaning.	2,5,6
Identifying cues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	5,6
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	7

Listening (page 57)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	8,12

Listening to radio audio & recordings	Can understand recordings in standard dialect likely to be encountered in social, professional, or academic life and identify speaker viewpoints and attitudes as well as the information content.	9,10
Identifying cues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	
Reading for information & argument	Can obtain information, ideas and opinions from highly specialized sources within his/her field.	11

Speaking (page 57)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	13
Sustained monologue	Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.	

Capoeira – the fighting dance

Video 3 (page 58)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	1
Watching TV and film	Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.	2
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	3,5
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	4

Understanding Fast Speech (page 58)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Has a clear, natural pronunciation and intonation.	6,7

Unit 7 Nature

Speaking (page 61)

COMPONENT	DESCRIPTOR	EXERCISE
Thematic development	Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting details and examples.	1,2

Weather the storm

Vocabulary (page 62)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	1

Pronunciation (page 62)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Has a clear, natural pronunciation and intonation.	1
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	3
Sustained monologue	Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.	4

Listening (page 62)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can keep up with an animated conversation between native speakers.	5

Grammar (pages 62-63)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	6,7,8
Sustained monologue	Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.	9
Thematic development	Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting details and examples.	

Developing Conversations (page 63)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	10
Creative writing	Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest.	

Conversation Practice (page 63)

COMPONENT	DESCRIPTOR	EXERCISE
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient.	11
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	12

Animals making headlines

Speaking (page 64)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1

Reading (pages 64-65)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	2,3,4,6
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	2
Reading for information & argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	3,4
Reading for orientation	Can scan quickly through long and complex texts, locating relevant details.	5

Grammar (page 64)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	7,8,9
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	9

Plant life

Listening (page 66)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1,5
Understanding interaction between native speakers	Can keep up with an animated conversation between native speakers.	1,2,4
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	3,4

Understanding Vocabulary (page 67)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	6,7
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	8

Unit 8 Crime and Punishment

Speaking (page 69)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1

Caught in the act

Vocabulary (page 70)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	1,2,3,4
Sustained monologue	Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.	4

Listening (page 70)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can keep up with an animated conversation between native speakers.	5
Identifying cues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	6
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	6,7
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	7

Developing Conversations (pages 70-71)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	8

Pronunciation (page 71)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Has a clear, natural pronunciation and intonation.	9,10
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	10

Grammar (page 71)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	11,12
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	13

Conversation Practice (page 71)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	14

Behind bars

Vocabulary (page 72)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	1,2,3
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	2
Thematic development	Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples.	3

Speaking (page 72)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	4

Listening (pages 72-73)

COMPONENT	DESCRIPTOR	EXERCISE
Listening to radio audio & recordings	Can understand recordings in standard dialect likely to be encountered in social, professional, or academic life and identify speaker viewpoints and attitudes as well as the information content.	5,6,8,9
Note-taking (lectures, seminars, etc.)	Can understand a clearly structured lecture on a familiar subject, and can take notes on points which strike him/her as important, even though he/she tends to concentrate on the words themselves and therefore to miss some information.	5
Identifying cues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	6,8,9
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	7,8,9,10

Grammar (page 73)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	11,12,14
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	13,15

Rise and fall

Reading (pages 74-75)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1,2,3,5,7
Reading for information & argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	2,3,4
Identifying cues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	4
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	6,7

The Greenhouse effect

Video 4 (page 76)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	1,5
Watching TV and film	Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.	2,3
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	3,4,6

Understanding Fast Speech (page 76)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Has a clear, natural pronunciation and intonation.	7,8

Unit 9 Careers and Studying

Speaking (page 79)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1,2
Conversation	Can convey degrees of emotion and highlight the personal significance of events and experiences.	2

**The world of work
Vocabulary (page 80)**

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	1,2
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	

Listening (page 80)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can keep up with an animated conversation between native speakers.	3,4
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	5

Grammar (page 81)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	6,7,8,9
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	9

Developing Conversations (page 81)

COMPONENT	DESCRIPTOR	EXERCISE
Sociolinguistic appropriateness	Can express him/herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	10

Pronunciation (page 81)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Has a clear, natural pronunciation and intonation.	11
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	12
Sociolinguistic appropriateness	Can express him/herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	13

Conversation Practice (page 81)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	14,15

Starting out

Speaking (page 82)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1

Listening (page 82)

COMPONENT	DESCRIPTOR	EXERCISE
Listening to radio audio and recordings	Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.	2
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	3

Reading (pages 82–83)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for information & argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances and viewpoints.	4,5
Identifying cues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	5
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	6
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	7

Grammar (page 82)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	8,9

Pronunciation (page 82)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Has a clear, natural pronunciation and intonation.	10,11
Sustained monologue	Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.	12

Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	
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In short

Listening (pages 84-85)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1,3,6
Sustained monologue	Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.	1
Listening as a member of a live audience	Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex.	2,5
Note-taking (lectures, seminars, etc.)	Can understand recordings in standard dialect likely to be encountered in social, professional, or academic life and identify speaker viewpoints and attitudes as well as the information content.	4
Identifying cues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	5

Vocabulary (page 85)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	7,9

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	8

Pronunciation (page 85)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Has a clear, natural pronunciation and intonation.	10,11

Speaking (page 85)

COMPONENT	DESCRIPTOR	EXERCISE
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s. Can rehearse and try out new combinations and expressions, inviting feedback.	12,13
Addressing audiences	Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options.	13

Unit 10 Socialising

Speaking (page 87)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. Can convey degrees of emotion and highlight the personal significance of events and experiences.	1,2
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	2

Celebrate good times

Vocabulary (page 88)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	1
Conversation	Can convey degrees of emotion and highlight the personal significance of events and experiences.	

Listening (page 88)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can keep up with an animated conversation between native speakers.	2,3

Grammar (page 89)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	4,5,6
Informal discussion (with friends)	Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.	6

Developing Conversations (page 89)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	7,8
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	
Sociolinguistic appropriateness	Can express him/herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	

Conversation Practice (page 89)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	9
Sociolinguistic appropriateness	Can express him/herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	

Putting your foot in it

Reading (pages 90–91)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1,3
Reading for information & argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances and viewpoints.	2

Vocabulary (page 90)

Making mistakes

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	4
Sustained monologue	Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.	5

Speaking (page 91)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	6
Conversation	Can convey degrees of emotion and highlight the personal significance of events and experiences.	

Small talk

Speaking (page 92)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1

Listening (page 92)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can keep up with an animated conversation between native speakers.	2,3
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	4
Conversation	Can convey degrees of emotion and highlight the personal significance of events and experiences.	

Grammar (page 93)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	5,6,7

Pronunciation (page 93)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Has a clear, natural pronunciation and intonation.	8,9,10
Conversation	Can convey degrees of emotion and highlight the personal significance of events and experiences.	10

Vocabulary (page 93)

Talking about parties

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	11
Conversation	Can convey degrees of emotion and highlight the personal significance of events and experiences.	12
Thematic development	Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples.	

The Real Indiana Jones

Video 5 (page 95)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for information and argument	Can obtain information, ideas and opinions from highly specialised sources within his/her field.	1
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1,3,4

Watching TV and film	Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.	2,3
Note-taking (lectures, seminars, etc.)	Can understand recordings in standard dialect likely to be encountered in social, professional, or academic life and identify speaker viewpoints and attitudes as well as the information content.	
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	3

Understanding Fast Speech (page 94)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Has a clear, natural pronunciation and intonation.	5,6

Unit 11 Transport and Travel Speaking (page 97)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. Can convey degrees of emotion and highlight the personal significance of events and experiences.	1
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	2
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	

On the Road Vocabulary (page 98)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	1,2,3
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	2
Conversation	Can convey degrees of emotion and highlight the personal significance of events and experiences.	3

Listening (pages 98-99)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	4

Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	
Understanding interaction between native speakers	Can keep up with an animated conversation between native speakers.	5,6,7

Developing Conversations (page 99)

COMPONENT	DESCRIPTOR	EXERCISE
Sociolinguistic appropriateness	Can express him/herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	8

Pronunciation (page 99)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Has a clear, natural pronunciation and intonation.	9
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. Can convey degrees of emotion and highlight the personal significance of events and experiences.	

Conversation Practice (page 99)

COMPONENT	DESCRIPTOR	EXERCISE
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	10
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. Can convey degrees of emotion and highlight the personal significance of events and experiences.	11,12
Sociolinguistic appropriateness	Can express him/herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	

The trip of a lifetime

Speaking (page 100)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1

Reading (pages 100–101)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	2
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	3
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	4
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. Can convey degrees of emotion and highlight the personal significance of events and experiences.	

Grammar (page 100)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	5,6
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	7

What drives me mad

Vocabulary (page 102)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	1,2
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	2

Listening (page 102)

COMPONENT	DESCRIPTOR	EXERCISE
Listening to radio audio and recordings	Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.	3,4
Identifying cues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	4
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	5

Grammar (page 102)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	6,7,8
Conversation	Can convey degrees of emotion and highlight the personal significance of events and experiences.	8

Speaking (page 103)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for information & argument	Can obtain information, ideas and opinions from highly specialized sources within his/her field.	9
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	10,11

Unit 12 Health and Medicine

Speaking (page 105)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	1,2
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	
Conversation	Can convey degrees of emotion and highlight the personal significance of events and experiences.	2

I feel awful

Vocabulary (page 106)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	1,2
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	2

Listening (page 106)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can keep up with an animated conversation between native speakers.	3,4
Identifying cues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	4

Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	5
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Grammar (pages 106-107)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	6,7

Pronunciation (page 107)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding a native speaker interlocutor	Can understand in detail what is said to him/her in the standard spoken language even in a noisy environment.	8
Phonological control	Has a clear, natural pronunciation and intonation.	9
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	
Thematic development	Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples.	

Developing Conversations (page 107)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	11
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	12

Conversation Practice (page 107)

COMPONENT	DESCRIPTOR	EXERCISE
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	13
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. Can convey degrees of emotion and highlight the personal significance of events and experiences.	14
Sociolinguistic appropriateness	Can express him/herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	

Foreign bodies

Vocabulary (page 108)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	1,2
Sustained monologue	Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.	3

Listening (pages 108-109)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	4,6,9
Reading for information & argument	Can obtain information, ideas and opinions from highly specialized sources within his/her field.	4
Listening to radio audio and recordings	Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.	5,7,8
Note-taking (lectures, seminars, etc.)	Can understand recordings in standard dialect likely to be encountered in social, professional, or academic life and identify speaker viewpoints and attitudes as well as the information content.	7
Identifying cues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	8
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	9

Grammar (page 109)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	10,13
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	11,12

A dose of humour

Reading (pages 110-111)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1,3
Reading for information & argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances and viewpoints.	2

Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	4
Sustained monologue	Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.	5

Pronunciation (page 110)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Has a clear, natural pronunciation and intonation.	6,7
Understanding a native speaker interlocutor	Can understand in detail what is said to him/her in the standard spoken language even in a noisy environment.	8

Speaking (page 110)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for information & argument	Can obtain information, ideas and opinions from highly specialized sources within his/her field.	9
Phonological control	Has a clear, natural pronunciation and intonation.	10,11

Wild health

Video 6 (page 112)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1,3,5
Watching TV and film	Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.	2,4

Understanding Fast Speech (page 112)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Has a clear, natural pronunciation and intonation.	6,7

Unit 13 Life-changing Events

Speaking (page 115)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. Can convey degrees of emotion and highlight the personal significance of events and experiences.	1,2
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	

Going through changes

Vocabulary (page 116)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	1,2,3
Sustained monologue	Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.	3

Grammar (page 116)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	4,5

Pronunciation (page 117)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Has a clear, natural pronunciation and intonation.	6
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	7

Listening (page 117)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can keep up with an animated conversation between native speakers.	8
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	9

Developing Conversations (page 117)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	10
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	11

Conversation Practice (page 112)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	12

Working it out

Speaking (page 118)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1

Grammar (page 118)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	2,3,4,5
Thematic development	Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples.	5

Reading (pages 118-119)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for information & argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances and viewpoints.	6,7,8
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	6,9
Identifying cues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	7,8

From the cradle to the grave

Speaking (page 120)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1

Listening (page 120)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	2
Listening to radio audio and recordings	Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.	3,4
Identifying cues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	4
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	5

Vocabulary (page 120)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	6,7,8,9
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	8
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	9

Unit 14 Banks and Money

Speaking (page 123)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	1,2
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	
Conversation	Can convey degrees of emotion and highlight the personal significance of events and experiences.	

Money troubles

Vocabulary (page 124)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	1,2,3
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	3

Listening (page 124)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can keep up with an animated conversation between native speakers.	4,5
Identifying cues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	5
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	6

Grammar (page 124)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	7,8

Developing Conversations (page 125)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	9

Pronunciation (page 125)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Has a clear, natural pronunciation and intonation.	
Sociolinguistic appropriateness	Can express him/herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	11

Conversation Practice (page 125)

COMPONENT	DESCRIPTOR	EXERCISE
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	12
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	13
Sociolinguistic appropriateness	Can express him/herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	
Transactions to obtain goods and services	Can explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession.	

Made of money

Speaking (page 126)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for information & argument	Can obtain information, ideas and opinions from highly specialised sources within his/her field.	1
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	2

Reading (pages 126–127)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for information & argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances and viewpoints.	3

Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	4,6
Listening to radio audio & recordings	Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone, etc.	5
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	5,6

Grammar (page 126)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	7,8,10
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	9
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	11

The luck of the draw

Speaking (page 128)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1

Pronunciation (page 128)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	2,3
Phonological control	Has a clear, natural pronunciation and intonation.	3
Understanding a native speaker interlocutor	Can understand in detail what is said to him/her in the standard language even in a noisy environment.	4
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	5

Understanding Vocabulary (page 129)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	6,7

Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	7
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Listening (pages 129)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	8,10,11,13,14
Listening to radio audio & recordings	Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.	9,11,12
Note-taking (lectures, seminars, etc.)	Can understand recordings in standard dialect likely to be encountered in social, professional, or academic life and identify speaker viewpoints and attitudes as well as the information content.	9,12
Identifying cues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	11,13

Speaking (pages 129)

COMPONENT	DESCRIPTOR	EXERCISE
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s. Can rehearse and try out new combinations and expressions, inviting feedback.	15,16
Formal discussion (meetings)	Can express his/her ideas with precision, present and respond to complex lines of argument convincingly.	17

Nubian wedding

Video 7 (page 130)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1,3,5
Watching TV and film	Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.	2
Note-taking (lectures, seminars, etc.)	Can understand recordings in standard dialect likely to be encountered in social, professional, or academic life and identify speaker viewpoints and attitudes as well as the information content.	2
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	4,5

Understanding Fast Speech (page 130)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Has a clear, natural pronunciation and intonation.	6,7

Unit 15 Food
Speaking (page 133)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. Can convey degrees of emotion and highlight the personal significance of events and experiences.	1,2
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	

What's cooking?
Vocabulary (page 134)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	2,3,4

Listening (page 134)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can keep up with an animated conversation between native speakers.	5,6
Note-taking (lectures, seminars, etc.)	Can understand recordings in standard dialect likely to be encountered in social, professional, or academic life and identify speaker viewpoints and attitudes as well as the information content.	
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	6,7

Developing Conversations (pages 134-135)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	8,9
Sustained monologue	Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.	9

Grammar (page 135)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	10

Conversation Practice (page 135)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	11,12
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	

This takes me back

Speaking (page 136)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1

Reading (pages 136-137)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for information & argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances and viewpoints.	2
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	3,4
Identifying cues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	4
Sustained monologue	Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.	5

Understanding Vocabulary (page 136)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	6,7

Vocabulary (page 138)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	1,2,3
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1,3

Listening (page 138)

COMPONENT	DESCRIPTOR	EXERCISE
Listening to radio audio & recordings	Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.	4,6
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	5,7

Grammar (page 139)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	8,9,10
Sustained monologue	Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.	11

Speaking (page 139)

COMPONENT	DESCRIPTOR	EXERCISE
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s. Can rehearse and try out new combinations and expressions, inviting feedback.	12,13
Sustained monologue	Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.	14
Thematic development	Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples.	
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	

Unit 16 Business Speaking (page 141)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1,2

I'll chase it up

Vocabulary (page 142)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	1,2

Listening (page 142)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can keep up with an animated conversation between native speakers.	3,4
Note-taking (lectures, seminars, etc.)	Can understand recordings in standard dialect likely to be encountered in social, professional, or academic life and identify speaker viewpoints and attitudes as well as the information content.	4,5

Developing Conversations (pages 142-143)

COMPONENT	DESCRIPTOR	EXERCISE
Sociolinguistic appropriateness	Can express him/herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	6,7,8

Pronunciation (page 143)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	9,10,12
Listening to announcements and instructions	Can understand announcements and messages on concrete and abstract topics spoken in standard dialect or normal speed.	11
Propositional precision	Can pass on detailed information reliably.	11
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	12

Grammar (page 143)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	13,14

Conversation Practice (page 143)

COMPONENT	DESCRIPTOR	EXERCISE
Formal discussion (meetings)	Can participate actively in routine and non-routine formal discussion.	15,16
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	
Sociolinguistic appropriateness	Can express him/herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	

Stiff competition

Speaking (page 144)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1

Vocabulary (page 144)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	2
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	3

Reading (pages 144-145)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for orientation	Can scan quickly through long and complex texts, locating relevant details.	4
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	5,8
Reading for information & argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances and viewpoints.	6
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	7

Speaking (page 145)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	9

The mother of invention

Speaking (page 146)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for information & argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances and viewpoints.	1
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	

Listening (pages 146-147)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	2,5
Listening to radio audio & recordings	Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone, etc.	3,4
Identifying cues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	4
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	6

Grammar (page 147)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	7,8
Sustained monologue	Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.	8

Vocabulary (page 147)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	9,10

Speaking (page 147)

COMPONENT	DESCRIPTOR	EXERCISE
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s. Can rehearse and try out new combinations and expressions, inviting feedback.	11,12
Sustained monologue	Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.	13

The black diamonds of Provence

Video 8 (page 148)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1,3,5
Watching TV and film	Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.	2,3,4

Understanding Fast Speech (page 148)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Has a clear, natural pronunciation and intonation.	6,7

1 Writing: Giving advice

Speaking (page 150)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1

Grammar (page 150)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	2,3
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	3

Writing (page 150)

COMPONENT	DESCRIPTOR	EXERCISE
Reading correspondence	Can read correspondence relating to his/her field of interest and readily grasp the meaning.	4,5
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	

Vocabulary (page 151)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	6

Key Words for Writing (page 151)

COMPONENT	DESCRIPTOR	EXERCISE
Coherence	Can use a variety of linking words efficiently to mark clearly the relationship between ideas.	7

Practice (page 151)

COMPONENT	DESCRIPTOR	EXERCISE
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	8
Correspondence	Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views.	9

Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	
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2 Writing: Letters of complaint

Speaking (page 152)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1

Writing (page 152)

COMPONENT	DESCRIPTOR	EXERCISE
Reading correspondence	Can read correspondence relating to his/her field of interest and readily grasp the meaning.	2
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	3,4
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	5

Key Words for Writing (page 152)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	6,7
Coherence	Can use a variety of linking words efficiently to mark clearly the relationship between ideas.	6

Grammar (pages 152-153)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	8,9

Practice (page 153)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for information & argument	Can obtain information, ideas and opinions from highly specialised sources within his/her field.	10
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	
Correspondence	Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views.	11

Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	
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3 Writing: A leaflet or poster

Speaking (page 154)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1

Writing (page 154)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for information & argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances and viewpoints.	2
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	3

Vocabulary (page 155)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	4,5

Key Words for Writing (page 155)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	6

Grammar (page 155)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	7,8,9

Practice (page 125)

COMPONENT	DESCRIPTOR	EXERCISE
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s. Can rehearse and try out new combinations and expressions, inviting feedback.	10
Creative writing	Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest.	

Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	11
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4 Writing: Stories Vocabulary (page 156)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	1,2,3,4
Sustained monologue	Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.	3,4

Writing (page 156)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for information & argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances and viewpoints.	5
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics.	6
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	7

Key Words for Writing (page 157)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics.	8,9
Sustained monologue	Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.	10

Practice (page 157)

COMPONENT	DESCRIPTOR	EXERCISE
Creative writing	Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest.	11
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics.	

5 Writing: Personal statements Speaking (page 158)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1

Writing (page 158)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	2
Reading for information & argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances and viewpoints.	3
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	

Speaking (page 159)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	4

Vocabulary (page 159)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	5,6,7
Sustained monologue	Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.	7

Key Words for Writing (page 159)

COMPONENT	DESCRIPTOR	EXERCISE
Coherence	Can use a variety of linking words efficiently to mark clearly the relationship between ideas.	8,9

Practice (page 159)

COMPONENT	DESCRIPTOR	EXERCISE
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	10,11
Reports & essays	Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.	12

6 Writing: Reports

Writing (pages 160-161)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for information & argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances and viewpoints.	1,2

Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1,3
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	2

Grammar (page 161)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	4

Key Words for Writing (page 161)

COMPONENT	DESCRIPTOR	EXERCISE
Coherence	Can use a variety of linking words efficiently to mark clearly the relationship between ideas.	5,6,7

Practice (page 161)

COMPONENT	DESCRIPTOR	EXERCISE
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	8
Reports & essays	Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.	9

7 Writing: Arguing your case

Speaking (page 162)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1

Grammar (page 162)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	2

Writing (page 162)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for information & argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances and viewpoints.	3
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	4
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	5

Key Words for Writing (page 163)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	6,7,8
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	9,10

Practice (page 163)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	11
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	12
Reports & essays	Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.	13

8 Writing: Formal and informal emails

Writing (page 164)

COMPONENT	DESCRIPTOR	EXERCISE
Reading correspondence	Can read correspondence relating to his/her field of interest and readily grasp the meaning.	1

Vocabulary (pages 164-165)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	2,3,4
Sociolinguistic appropriateness	Can express him/herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	

Practice (page 165)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	5
Correspondence	Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views.	6,7
Sociolinguistic appropriateness	Can express him/herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	