

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 Keynote

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 for the wrong class for them. That is for you to assess.

How does Keynote match the aims of the CEFR?

In *Keynote*, our primary source material is the ungraded English of the TED talks. The CEFR is therefore invaluable in enabling us to map this input to the needs of students. By referring to the CEFR in the planning of the series, we are able to make sure that we develop activities to help students move from understanding the TED talks to expressing their own messages in English. The CEFR helps us to choose which TED talks are most generative for English students and also to develop the additional inputs that complement the language in the talks. To do this, we look at the linguistic competences described in the CEFR, such as lexis and grammar, and also the sociolinguistic and pragmatic competences. Each unit in *Keynote* has specific objectives in these areas, for example the final lesson gives students practice in the language they need to interact with people in day-to-day life, both speaking and writing. Our activities on presentation skills focus on the guidance given by TED to their speakers, but also match many of the pragmatic competences in the CEFR. For example, these sections specifically help students to 'link a series of shorter, discrete simple elements into a connected, linear sequence of points' (B1 descriptor 5.2.3). The TED talk-related activities Vocabulary in context and Key words help in particular to expand students' competence with the fixed and idiomatic expressions that occur in spoken English. At the same time the grammar and reading lessons, together with the grammar exercises at the back of the book, ensure that students practice the range of language expected for their level.

The content of the TED talks matches many of the General competences in CEFR in terms of knowledge of the world, intercultural awareness and the ability to learn. The Authentic listening skills and Critical thinking activities in particular match these CEFR points. Equally, the focus on 21st century outcomes throughout *Keynote* also matches many of the aims of the CEFR general competences.

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 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.

Keynote Advanced CEFR overview

Framework level: C1

Communicative activities

Reception Spoken

<p>Overall listening comprehension:</p> <p>Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.</p> <p>Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.</p>	<p>p9, Authentic listening skills ex3a and 3b; p10-11, TED Talks ex1, 3, 4 and 5; p16, Listening ex2-5; p19, Authentic listening skills ex3a and 3b; p20-21, TED Talks ex1-4; p31, Authentic listening skills ex3a and 3b; p32-33, TED Talks ex1-4; p41, Authentic listening skills ex3a, 3b, 3c; p42, TED Talks ex1-4; p45, Grammar ex5; p53, Authentic listening skills ex3a and 3b; p54-55, TED talks ex1-4; p63, Listening ex3a and 3b; p64, TED Talks ex1-4; p67, Grammar ex4; p75, Authentic listening skills ex3a and 3b; p76-77, TED Talks ex1-4; p79, Grammar ex6; p85, Authentic listening skills ex3a and 3b; p86, TED Talks ex1-5; p97, Authentic listening skills 3a, 3b and 3c; p98-99, TED Talks ex1-4; p107, Authentic listening skills ex3a, 3b and 3c; p108-109, TED Talks ex1-4; p119, Authentic listening skills ex3a, 3b and 3c; p120-121, TED Talks ex1-4; p129, Authentic listening skills ex3a, 3b and 3c; p130-131, TED Talks ex1-5</p>
<p>Understanding interaction between native speakers:</p> <p>Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics.</p>	<p>p16, Listening ex2 and 3; p26, Listening ex2 and 3; p38, Listening ex3 and 4; p48, Listening ex2 and 3; p60, Listening ex2 and 3; p70, Listening ex3 and 4; p82, Listening ex2 and 3; p92, Listening ex2; p104, Listening ex2 and 3; p114, Listening ex2 and 3; p126, Listening ex3 and 4; p136, Listening ex2 and 3</p>
<p>Listening as a member of a live audience:</p> <p>Can follow most lectures, discussions and debates with relative ease.</p>	<p>p9, Authentic listening skills ex3a and 3b; p10-11, TED Talks ex1, 3, 4 and 5; p11, Presentation skills ex11; p19, Authentic listening skills ex3a and 3b; p20-21, TED Talks ex1-4; p21, Presentation skills ex10; p31, Authentic listening skills ex3a and 3b; p32-33, TED Talks ex1-4; p33, Presentation skills ex11; p41, Authentic listening skills ex3a, 3b, 3c; p42, TED Talks ex1-4; p43, Presentation skills ex9; p53, Authentic listening skills ex3a and 3b; p54-55, TED talks ex1-4; p55, Presentation skills ex10; p63, Listening ex3a and 3b; p64, TED Talks ex1-4; p65, Critical thinking ex7, 8 and 9; p65, Presentation skills ex10; p75, Authentic listening skills ex3a and 3b; p76-77, TED Talks ex1-4; p77, Critical thinking ex7 and 8; p77, Presentation skills ex11; p85, Authentic listening skills ex3a and 3b; p86, TED Talks ex1-5; p87, Critical thinking ex8 and 9; p87, Presentation skills ex10 and 11; p97, Authentic listening skills 3a, 3b and 3c; p98-99, TED Talks ex1-4; p99, Critical thinking ex8, 9 and 11; p99, Presentation skills ex12; p107, Authentic listening skills ex3a, 3b and 3c; p109, Presentation skills ex9; p120-121, TED Talks ex1-4; p121, Critical thinking ex7 and 8; p121, Presentation skills ex9; p129, Authentic listening skills ex3a, 3b and 3c; p130-131, TED Talks ex1-5; p131, Presentation skills ex11; p131, Critical thinking ex8, 9 and 10</p>
<p>Listening to announcements and instructions:</p> <p>Can understand complex technical information, such as operating instructions, specifications for familiar products and services.</p>	<p>p49, Speaking ex5 and 6</p>

Reception Written

<p>Overall reading comprehension:</p> <p>Can understand in detail lengthy, complex texts, whether or not they</p>	<p>p8, Background ex1; p11, Critical thinking ex10; p11, Presentation skills ex11; p12, Grammar ex3; p14, Reading ex2 and 3; p19, Background ex1; p21, Presentation skills ex10; p22, Grammar ex2; p24, Reading ex2 and 3; p27, Speaking ex5; p31, Background ex1; p33, Presentation skills ex11; p34,</p>
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relate to his/her own area of speciality, provided he/she can reread difficult sections.	Grammar ex2; p35, Speaking ex8; p36, Reading ex2 and 3; p39, Writing ex8 and 9a; p40, Background ex1; p43, Critical thinking ex7 and 8; p43, Presentation skills ex9; p44, Grammar ex2; p46, Reading ex2, 3 and 4; p49, Writing ex7 and 8a; p53, Background ex1; p55, Presentation skills ex10; p58, Reading ex2 and 5; p61, Writing ex6; p62, Background ex1; p65, Presentation skills ex10; p66, Grammar ex2; p68, Reading ex1 and 4; p71, Writing ex8; p74, Background ex1; p77, Presentation skills ex10; p78-79, Grammar ex1 and 4a; p80, Reading ex2; p83, Writing ex6 and 7a; p84, Background ex1; p88, Grammar ex2; p90, Reading ex2 and 3; p93, Writing ex6 and 7a; p97, Background ex1; p100, Grammar ex2; p102, Reading ex3 and 4; p105, Writing ex6 and 7a; p108, Background ex1; p108-109, TED Talks ex1-4; p109, Presentation skills ex9; p110, Grammar ex2; p112, Reading ex2 and 3; p119, Background ex1; p121, Critical thinking ex7 and 8; p121, Presentation skills ex9; p122, Grammar ex2; p124, Reading ex2; p127, Writing ex7; p128, Background ex1; p131, Presentation skills ex11; p134, Reading ex3 and 4; p137, Writing ex6
Reading correspondence: Can understand any correspondence given the occasional use of a dictionary.	p27, Writing ex7 and 8a
Reading for information and argument: Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	p14, Reading ex3; p17, Writing ex8, 9a and 9b; p21, Critical thinking ex8 and 9; p24, Reading ex3 and 4; p33, Critical thinking ex10; p46, Reading ex4; p55, Critical thinking ex7 and 8; p58, Reading ex5; p65, Critical thinking ex7 and 9; p68, Reading ex3 and 5; p77, Critical thinking ex9; p80, Reading ex3 and 4; p87, Critical thinking ex9; p90, Reading ex3; p99, Critical thinking ex10 and 11; p102, Reading ex4; p109, Critical thinking ex7 and 8; p112, Reading ex4 and 6; p124, Reading ex3 and 4; p131, Critical thinking ex10; p134, Reading ex4

Interaction Spoken

Overall spoken interaction: Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	p14, Speaking ex8 and 9; p23, Speaking ex8 and 9; p46, Speaking ex9; p105, Speaking ex5; p127, Speaking ex6; p134, Speaking ex9; p136, Speaking ex5
Conversation: Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.	p27, Speaking ex6
Informal discussion (with friends): Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	p8, Background ex1; p10-11, TED Talks ex2 and 6; p11, Vocabulary in context ex8, p11, Critical thinking ex9 and 10; p11, Presentation skills ex12; p12-13, Grammar ex1, 2 and 5; p13, Speaking ex9, 10 and 11; p14, Reading ex1; p14, Vocabulary ex7; p16, Listening ex1; p17, Speaking ex7; p19, Background ex1; p20-21, TED Talks ex5; p21, Vocabulary in context ex7; p21, Presentation skills ex11; p22, Grammar ex1; p23, Speaking ex9; p24, Reading ex1 and 5; p24, Vocabulary ex8; p24, Speaking ex9; p26, Listening ex1; p27, Speaking ex5; p31, Background ex1; p33, TED Talks ex5; p33, Vocabulary in context ex7; p34, Grammar ex1; p35, Speaking ex9 and 10; p36, Reading ex1; p36, Vocabulary ex6; p36, Speaking ex7; p38, Listening ex1 and 2; p40, Background ex1; p43, Vocabulary in context ex6;

	<p>p44, Grammar ex1; p45, Speaking ex7 and 8; p46, Reading ex1 and 6; p48, Listening ex1; p49, Speaking ex5 and 6; p53, Key words ex2; p55, TED talks ex5; p55, Vocabulary in context ex7; p55, Presentation skills ex11; p56, Grammar ex1 and 2; p57, Speaking ex9 and 10; p58, Reading ex1 and 3; p58, Vocabulary ex7; p58, Speaking ex8; p60, Listening ex1; p61, Speaking ex5; p62, Background ex1; p65, Vocabulary in context ex6; p65, Presentation skills ex11; p66, Grammar ex1; p67, Speaking ex7; p68, Reading ex2, 4 and 6; p68, Speaking ex9, 10 and 11; p70, Listening ex1 and 2; Speaking p70 ex6 and 7; p74, Background ex1; p77, Vocabulary in context ex6; p77, Critical thinking ex8; p77, Presentation skills ex10; p78-79, Grammar ex1 and 7; p79, Speaking ex10 and 11; p80, Reading ex1; p80, Speaking ex8 and 9; p82, Listening ex1; p82, Speaking ex5; p84, Background ex1; p87, Vocabulary in context ex7; p87, Presentation skills ex12; p88, Grammar ex1; p89, Speaking ex8; p90, Reading ex1 and 4; p90, Speaking ex8 and 9; p92, Listening ex1; p97, Background ex1; p99, TED Talks ex5; p99, Vocabulary in context, ex7; p99, Critical thinking ex9 and 11; p100, Grammar ex1; p101, Speaking ex8, 9 and 10; p102, Reading ex1, 2 and 6; p102, Speaking ex10; p104, Listening ex1; p108, Background ex1; p109, Vocabulary in context ex6; p110, Grammar ex1; p111, Speaking ex8; p112, Reading ex1, 2 and 7; p112, Vocabulary ex10; p112, Speaking ex11; p114, Listening ex1 and 4; p115, Speaking ex6; p119, Background ex1; p121, Vocabulary in context ex6; p122, Grammar ex1; p123, Speaking ex8; p124, Reading ex1, 4, 5 and 6; p124, Speaking ex9; p126, Listening ex1 and 2; p127, Writing ex10; p128, Background ex1; p131, TED Talks ex5; p131, Vocabulary in context ex7; p132, Grammar ex1 and 2; p133, Speaking ex7; p134, Reading ex1 and 5; p136, Listening ex1; p137, Writing ex8, 9 and 10</p>
<p>Formal discussion (meetings): Can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately.</p>	<p>p38, Listening ex4; p39, Speaking ex6 and 7; p92, Speaking ex4 and 5</p>

Interaction Written

<p>Overall written interaction: Can express him/herself with clarity and precision, relating to the addressee flexibly and effectively.</p>	<p>p27, Writing ex8a, 8b and 9; p39, Writing ex9b, 10 and 11; p49, Writing ex9 and 10; p71, Writing, ex10 and 11; p127, Writing ex9 and 10; p137, Writing ex9 and 10</p>
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Production Spoken

<p>Overall spoken production: Can give clear, detailed descriptions and presentations on complex subjects, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.</p>	<p>p111, Speaking ex9</p>
<p>Sustained monologue: Describing experience: Can give clear, detailed descriptions of complex subjects. Can give elaborate descriptions and narratives, integrating sub themes, developing particular points and</p>	<p>p33, Presentation skills ex12 and 13; p77, Presentation skills ex12; p121, Presentation skills ex10 and 11</p>

rounding off with an appropriate conclusion.	
Addressing audiences: Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples.	p11, Presentation skills ex12 and 13; p21, Presentation skills ex11 and 12; p33, Presentation skills ex12 and 13; p43, Presentation skills ex10 and 11; p45, Speaking ex9; p55, Presentation skills ex12, 13 and 14; p65, Presentation skills ex12; p77, Presentation skills ex12; p87, Presentation skills ex12 and 13; p99, Presentation skills ex13 and 14; p109, Presentation skills ex10 and 11; p121, Presentation skills ex10 and 11; p131, Presentation skills ex12, 13 and 14

Production Written

Overall written production: Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.	p17, Writing ex10 and 11; p61, Writing ex8 and 9
Reports and essays: Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues.	p83, Writing ex7b, 8 and 9; p93, Writing ex8 and 9; p105, Writing ex8 and 9

Communication strategies

Interaction

Taking the floor (Turntaking): Can select a suitable phrase from a readily available range of discourse functions to preface his remarks appropriately in order to get the floor, or to gain time and keep the floor whilst thinking.	p13, Speaking ex10; p92, Speaking ex4 and 5
Cooperating: Can relate own contribution skillfully to those of other speakers.	p14, Speaking ex9; p17, Speaking ex7; p39, Speaking ex6 and 7; p136, Speaking ex5

Communicative language competence

Linguistic range

General linguistic range: Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say.	p14, Vocabulary ex7; p17, Writing ex10 and 11; p27, Speaking ex6; p36, Reading ex3; p48, Listening ex3; p49, Writing ex8b; p61, Speaking ex5; p70, Speaking ex6; p82, Speaking ex5; p83, Writing ex7a and 7b; p105, Writing ex7a and 7b; p127, Speaking ex6; p127, Writing ex8a and 8b; p136, Speaking ex5; p137, Writing ex7a, 7b and 9
Vocabulary range: Has a good command of a broad lexical repertoire allowing gaps to be readily	p9, Key words ex2; p11, Vocabulary in context ex7 and 8; p14, Reading ex4; p14, Vocabulary ex5, 6 and 7; p17, Writing ex9a and 9b; p19, Key words ex2; p21, Vocabulary in context ex6 and 7; p24, Vocabulary ex6, 7 and 8; p31, Key words ex2; p33, Vocabulary in context ex6 and 7; p36, Reading ex4, 5 and 6; p41,

overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	Background ex2; p43, Vocabulary in context ex5 and 6; p43, Critical thinking ex7 and 8; p46, Reading ex5; p46, Vocabulary ex7 and 8; p55, Vocabulary range ex6 and 7; p58, Reading ex4; p58, Vocabulary ex6 and 7; p61, Writing ex7a and 7b; p63, Key words ex2; p65, Vocabulary in context ex5 and 6; p68, Vocabulary ex7 and 8; p71, Writing ex9a and 9b; p75, Key words ex2; p77, Vocabulary in context ex5 and 6; p80, Vocabulary ex5, 6 and 7; p85, Key words ex2; p87, Vocabulary in context ex6 and 7; p90, Vocabulary ex5 and 6; p90, Speaking ex7; ; p93, Writing ex6, 7a and 7b; p97, Key words ex2; p99, Vocabulary in context, ex6 and 7; p102, Reading ex5; p102, Vocabulary ex7, 8 and 9; p107, Key words ex2; p109, Vocabulary in context ex5 and 6; p112, Reading ex5; p112, Vocabulary 8, 9 and 10; p119, Key words ex2; p121, Vocabulary in context ex5 and 6; p124, Vocabulary ex7 and 8; p129, Key words ex2; p131, Vocabulary in context ex6 and 7; p134, Reading ex2; p134, Vocabulary ex6, 7 and 8
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Linguistic control

Grammatical accuracy: Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	p13, Grammar ex4-8; p13, Speaking ex10; p22-23, Grammar ex3-6; p23, Speaking ex9; p34-35, Grammar ex3, 4, 6 and 7; p45, Grammar ex3, 4 and 5; p45, Speaking ex9; p56-57, Grammar ex3-8; p57, Speaking ex9; p67, Grammar ex3-6; p67, Speaking ex7; p78-79, Grammar ex3-8; p79, Speaking ex10; p88-89, Grammar ex3-6; p89, Speaking ex8; p100-101, Grammar ex3-6; p101, Speaking ex8, 9 and 10; p110-111, Grammar ex3-7; p111, Speaking ex8 and 9; p122-123, Grammar ex3-6; p123, Speaking ex8; p133, Grammar ex3, 4 and 5; p133, Speaking ex7
Phonological control: Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	p16, Listening ex6a-6d; p23, Grammar ex7a and 7b; p26, Listening ex4a-4d; p35, Grammar ex5a and 5b; p38, Listening ex5a and 5b; p45, Grammar ex6a and 6b; p49, Listening ex4a, 4b and 4c; p60, Listening ex4a and 4b; p70, Listening ex5a and 5b; p79, Grammar ex9a and 9b; p82, Listening ex4a and 4b; p89, Grammar ex7a and 7b; p92, Listening ex3a and 3b; p101, Grammar ex7a and 7b; p104, Listening ex4a and 4b; p114, Listening ex5a and 5b; p123, Grammar ex7a and 7b; p126, Listening ex5a and 5b; ; p133, Grammar ex6a and 6b; p136, Listening ex4a and 4b

Sociolinguistic

Sociolinguistic appropriateness: Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.	p105, Speaking ex5; p137, Writing ex7a, 7b, 9 and 10
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Pragmatic

Coherence: Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.	p31, Authentic listening skills ex3a and 3b; p93, Writing ex7a, 7b and 8
Propositional precision: Can qualify opinions and statements precisely in relation to degrees of, for example, certainty/ uncertainty, belief/doubt, likelihood, etc.	p82, Speaking ex5

Keynote Advanced CEFR mapping

Framework level: C1

Unit 1 Necessities

Background (page 8)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	1
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	

Key words (page 9)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	2

Authentic listening skills (page 9)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.	3a, 3b
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow most lectures, discussions and debates with relative ease.	

1.1 Less stuff, more happiness

TED Talks (pages 10-11)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.	1, 3, 4, 5
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow most lectures, discussions and debates with relative ease.	
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	2, 6

Vocabulary in context (page 11)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	7, 8
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	8

Critical thinking (page 11)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	9, 10
OVERALL READING COMPREHENSION	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	10

Presentation skills (page 11)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	11
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow most lectures, discussions and debates with relative ease.	
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	12
ADDRESSING AUDIENCES	Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples.	12, 13

1.2 Luxury or necessity?

Grammar (pages 12-13)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1, 2, 5
OVERALL READING COMPREHENSION	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	3
GRAMMATICAL ACCURACY	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	4, 5, 6, 7, 8

Speaking (page 13)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	9, 10, 11
TAKING THE FLOOR (TURN-TAKING)	Can select a suitable phrase from a readily available range of discourse functions to preface his remarks appropriately in order to get the floor, or to gain time and keep the floor whilst thinking.	10
GRAMMATICAL ACCURACY	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	

1.3 I'm wide awake

Reading (page 14)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1
OVERALL READING COMPREHENSION	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	2, 3
READING FOR INFORMATION AND ARGUMENT	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	3
VOCABULARY RANGE	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	4

Vocabulary (page 14)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	5, 6, 7
GENERAL LINGUISTIC RANGE	Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say.	7
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	

Speaking (page 14)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions.	8, 9

	There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	
COOPERATING	Can relate own contribution skillfully to those of other speakers.	9

1.4 Keep it to the bare minimum

Listening (page 16)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1
OVERALL LISTENING COMPREHENSION	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.	2, 3, 4, 5
UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS	Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics	2, 3
PHONOLOGICAL CONTROL	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	6a, 6b, 6c, 6d

Speaking (page 17)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	7
COOPERATING	Can relate own contribution skillfully to those of other speakers.	

Writing (page 17)

COMPONENT	DESCRIPTOR	EXERCISE
READING FOR INFORMATION & ARGUMENT	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	8, 9a, 9b
VOCABULARY RANGE	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	9a, 9b
OVERALL WRITTEN PRODUCTION	Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.	10, 11

GENERAL LINGUISTIC RANGE	Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say.	
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Unit 2 Image and identity

Background (page 19)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	1
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	

Key words (page 19)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	2

Authentic listening skills (page 19)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.	3a, 3b
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow most lectures, discussions and debates with relative ease.	

2.1 Who am I? Think again

TED Talks (pages 20-21)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.	1, 2, 3, 4
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow most lectures, discussions and debates with relative ease.	
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	5

Vocabulary in context (page 21)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	6, 7
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	7

Critical thinking (page 21)

COMPONENT	DESCRIPTOR	EXERCISE
READING FOR INFORMATION & ARGUMENT	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	9, 10

Presentation skills (page 21)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	10
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow most lectures, discussions and debates with relative ease.	
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	11
ADDRESSING AUDIENCES	Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples.	11, 12

2.2 Cyber crime

Grammar (pages 22-23)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1
OVERALL READING COMPREHENSION	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	2
GRAMMATICAL ACCURACY	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	3, 4, 5, 6
PHONOLOGICAL CONTROL	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	7a, 7b

Speaking (page 23)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	8, 9
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	9
GRAMMATICAL ACCURACY	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	

2.3 You are what you wear

Reading (page 24)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1, 5
OVERALL READING COMPREHENSION	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	2, 3
READING FOR INFORMATION AND ARGUMENT	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	3, 4

Vocabulary (page 24)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	6, 7, 8
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	8

Speaking (page 24)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	9

2.4 I need to work on my image

Listening (page 26)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1
UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS	Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics.	2, 3
PHONOLOGICAL CONTROL	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	4a, 4b, 4c, 4d

Speaking (page 27)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	5
OVERALL READING COMPREHENSION	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	
CONVERSATION	Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.	6
GENERAL LINGUISTIC RANGE	Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say.	

Writing (page 27)

COMPONENT	DESCRIPTOR	EXERCISE
READING CORRESPONDENCE	Can understand any correspondence given the occasional use of a dictionary.	7, 8a
OVERALL WRITTEN INTERACTION	Can express him/herself with clarity and precision, relating to the addressee flexibly and effectively.	8a, 8b, 9

Unit 3 Harmony

Background (page 31)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	1
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	

Key words (page 31)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	2

Authentic listening skills (page 31)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.	3a, 3b
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow most lectures, discussions and debates with relative ease.	
COHERENCE	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.	

3.1 Making peace is a marathon**TED Talks** (pages 32-33)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.	1, 2, 3, 4
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow most lectures, discussions and debates with relative ease.	
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	5

Vocabulary in context (page 33)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	6, 7
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	7

Critical thinking (page 33)

COMPONENT	DESCRIPTOR	EXERCISE
READING FOR INFORMATION & ARGUMENT	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	8, 9, 10

Presentation skills (page 33)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	11
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow most lectures, discussions and debates with relative ease.	
ADDRESSING AUDIENCES	Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples.	12, 13
SUSTAINED MONOLOGUE: Describing Experience	Can give clear, detailed descriptions of complex subjects. Can give elaborate descriptions and narratives, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.	

3.2 What's the magic number?

Grammar (pages 34-35)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1
OVERALL READING COMPREHENSION	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	2
GRAMMATICAL ACCURACY	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	3, 4, 6, 7
PHONOLOGICAL CONTROL	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	5a, 5b

Speaking (page 35)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	8
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	9, 10

3.3 Dare to be different

Reading (page 36)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1
OVERALL READING COMPREHENSION	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	2, 3
GENERAL LINGUISTIC RANGE	Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say.	3

Vocabulary (page 36)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	4, 5, 6
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	6

Speaking (page 36)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	7

3.4 Which one gets your vote?

Listening (page 38)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1, 2
UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS	Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics.	3, 4
FORMAL DISCUSSION (MEETINGS)	Can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately.	4
PHONOLOGICAL CONTROL	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	5a, 5b

Speaking (page 39)

COMPONENT	DESCRIPTOR	EXERCISE
FORMAL DISCUSSION (MEETINGS)	Can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately.	6, 7
COOPERATING	Can relate own contribution skillfully to those of other speakers.	

Writing (page 39)

COMPONENT	DESCRIPTOR	EXERCISE
READING CORRESPONDENCE	Can understand any correspondence given the occasional use of a dictionary.	8, 9a
OVERALL WRITTEN INTERACTION	Can express him/herself with clarity and precision, relating to the addressee flexibly and effectively.	9b, 10, 11

Unit 4 Challenges

Background (page 40)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	1
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	

Key words (page 41)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	2

Authentic listening skills (page 41)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.	3a, 3b, 3c
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow most lectures, discussions and debates with relative ease.	

4.1 How I beat stage fright

TED Talks (pages 42-43)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.	1, 2, 3, 4
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow most lectures, discussions and debates with relative ease.	

Vocabulary in context (page 43)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	5, 6
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	6

Critical thinking (page 43)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	7, 8
OVERALL READING COMPREHENSION	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	

Presentation skills (page 43)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	9
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow most lectures, discussions and debates with relative ease.	
ADDRESSING AUDIENCES	Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples.	10, 11

4.2 Information overload

Grammar (pages 44-45)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1
OVERALL READING COMPREHENSION	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	2
GRAMMATICAL ACCURACY	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	3, 4, 5
OVERALL LISTENING COMPREHENSION	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.	5
PHONOLOGICAL CONTROL	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	6a, 6b

Speaking (page 45)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	7, 8
ADDRESSING AUDIENCES	Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples.	9
GRAMMATICAL ACCURACY	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	

4.3 Get the name right

Reading (page 46)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1, 6
OVERALL READING COMPREHENSION	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	2, 3, 4
READING FOR INFORMATION & ARGUMENT	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	4
VOCABULARY RANGE	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	5

Vocabulary (page 46)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	7, 8

Speaking (page 46)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	9

4.4 I thought it would be easy**Listening (page 48)**

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1
UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS	Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics.	2, 3
GENERAL LINGUISTIC RANGE	Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say.	3
PHONOLOGICAL CONTROL	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	4a, 4b, 4c

Speaking (page 49)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	5, 6
LISTENING TO ANNOUNCEMENTS & INSTRUCTIONS	Can understand complex technical information, such as operating instructions, specifications for familiar products and services.	

Writing (page 49)

COMPONENT	DESCRIPTOR	EXERCISE
READING CORRESPONDENCE	Can understand any correspondence given the occasional use of a dictionary.	7, 8a

GENERAL LINGUISTIC RANGE	Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say.	8b
OVERALL WRITTEN INTERACTION	Can express him/herself with clarity and precision, relating to the addressee flexibly and effectively.	9, 10

Unit 5 Inspiration

Background (page 53)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	1
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	

Key words (page 53)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	2

Authentic listening skills (page 53)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.	3a, 3b
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow most lectures, discussions and debates with relative ease.	

5.1 I'm not your inspiration, thank you very much

TED Talks (pages 54-55)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.	1, 2, 3, 4
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow most lectures, discussions and debates with relative ease.	
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	5

Vocabulary in context (page 55)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	6, 7
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	7

Critical thinking (page 55)

COMPONENT	DESCRIPTOR	EXERCISE
READING FOR INFORMATION & ARGUMENT	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	7, 8

Presentation skills (page 55)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	10
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow most lectures, discussions and debates with relative ease.	
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	11
ADDRESSING AUDIENCES	Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples.	12, 13, 14

5.2 If only I'd studied harder...

Grammar (pages 56-57)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1, 2
GRAMMATICAL ACCURACY	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	3, 4, 5, 6, 7, 8

Speaking (page 57)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	9, 10
GRAMMATICAL ACCURACY	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	9

5.3 I've got it!**Reading** (page 58)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1, 3
OVERALL READING COMPREHENSION	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	2, 5
VOCABULARY RANGE	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	4
READING FOR INFORMATION & ARGUMENT	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	5

Vocabulary (page 58)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	6, 7
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	7

Speaking (page 58)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	8

5.4 Anyone got a bright idea?

Listening (page 60)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1
UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS	Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics.	2, 3
PHONOLOGICAL CONTROL	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	4a, 4b

Speaking (page 61)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	5
GENERAL LINGUISTIC RANGE	Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say.	

Writing (page 61)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	6
VOCABULARY RANGE	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	7a, 7b
OVERALL WRITTEN PRODUCTION	Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.	8, 9

Unit 6 Solutions

Background (page 62)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	1
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	

Key words (page 63)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	2

Authentic listening skills (page 63)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.	3a, 3b
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow most lectures, discussions and debates with relative ease.	

6.1 How to make filthy water drinkable

TED Talks (pages 64-65)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.	1, 2, 3, 4
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow most lectures, discussions and debates with relative ease.	

Vocabulary in context (page 65)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	5, 6
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	6

Critical thinking (page 65)

COMPONENT	DESCRIPTOR	EXERCISE
READING FOR INFORMATION & ARGUMENT	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	7, 9
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow most lectures, discussions and debates with relative ease.	7, 8, 9

Presentation skills (page 65)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	10
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow most lectures, discussions and debates with relative ease.	
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	11
ADDRESSING AUDIENCES	Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples.	12

6.2 What a waste of time!

Grammar (pages 66-67)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1
OVERALL READING COMPREHENSION	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	2
GRAMMATICAL ACCURACY	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	3, 4, 5, 6
OVERALL LISTENING COMPREHENSION	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.	4

Speaking (page 67)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	7
GRAMMATICAL ACCURACY	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	

6.3 Thinking outside the box

Reading (page 68)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	1, 4
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	2, 4, 6

READING FOR INFORMATION & ARGUMENT	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	3, 5
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Vocabulary (page 68)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	7, 8

Speaking (page 68)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	9, 10, 11

6.4 What are our options?

Listening (page 70)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1, 2
UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS	Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics.	3, 4
PHONOLOGICAL CONTROL	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	5a, 5b

Speaking (page 70)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	6, 7
GENERAL LINGUISTIC RANGE	Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say.	6

Writing (page 71)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	8
VOCABULARY RANGE	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little	9a, 9b

	obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	
OVERALL WRITTEN INTERACTION	Can express him/herself with clarity and precision, relating to the addressee flexibly and effectively.	10, 11

Unit 7 Imagination

Background (page 74)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	1
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	

Key words (page 75)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	2

Authentic listening skills (page 75)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.	3a, 3b
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow most lectures, discussions and debates with relative ease.	

7.1 Taking imagination seriously

TED Talks (pages 76-77)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.	1, 2, 3, 4
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow most lectures, discussions and debates with relative ease.	

Vocabulary in context (page 77)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	5, 6
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	6

Critical thinking (page 77)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow most lectures, discussions and debates with relative ease.	7, 8
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	8
READING FOR INFORMATION & ARGUMENT	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	9

Presentation skills (page 77)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	10
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow most lectures, discussions and debates with relative ease.	11
ADDRESSING AUDIENCES	Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples.	12
SUSTAINED MONOLOGUE: Describing Experience	Can give clear, detailed descriptions of complex subjects. Can give elaborate descriptions and narratives, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.	

7.2 I was miles away!

Grammar (pages 78-79)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1, 7

OVERALL READING COMPREHENSION	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	2, 4a
GRAMMATICAL ACCURACY	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	3, 4a, 4b, 5, 6, 7, 8
OVERALL LISTENING COMPREHENSION	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.	6
PHONOLOGICAL CONTROL	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	9a, 9b

Speaking (page 79)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	10, 11
GRAMMATICAL ACCURACY	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	10

7.3 In my mind's eye

Reading (page 80)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1
OVERALL READING COMPREHENSION	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	2
READING FOR INFORMATION & ARGUMENT	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	3, 4

Vocabulary (page 80)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	5, 6, 7

Speaking (page 80)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	8, 9

7.4 That doesn't seem possible!

Listening (page 82)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1
UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS	Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics.	2, 3
PHONOLOGICAL CONTROL	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	4a, 4b

Speaking (page 82)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	5
GENERAL LINGUISTIC RANGE	Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say.	
PROPOSITIONAL PRECISION	Can qualify opinions and statements precisely in relation to degrees of, for example, certainty/ uncertainty, belief/doubt, likelihood, etc.	

Writing (page 83)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	6, 7a
GENERAL LINGUISTIC RANGE	Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say.	7a, 7b
REPORTS AND ESSAYS	Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues.	7b, 8, 9

Unit 8 Working together

Background (page 84)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	1
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	

Key words (page 85)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	2

Authentic listening skills (page 85)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.	3a, 3b
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow most lectures, discussions and debates with relative ease.	

8.1 Build a tower, build a team**TED Talks** (pages 86-87)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.	1, 2, 3, 4, 5
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow most lectures, discussions and debates with relative ease.	

Vocabulary in context (page 87)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	6, 7
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	7

Critical thinking (page 87)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow most lectures, discussions and debates with relative ease.	8, 9
READING FOR INFORMATION & ARGUMENT	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	9

Presentation skills (page 87)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow most lectures, discussions and debates with relative ease.	10, 11
ADDRESSING AUDIENCES	Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples.	12, 13
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	12

8.2 Having an off day?

Grammar (pages 88-89)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1
OVERALL READING COMPREHENSION	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	2
GRAMMATICAL ACCURACY	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	3, 4, 5, 6
PHONOLOGICAL CONTROL	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	7a, 7b

Speaking (page 79)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	8
GRAMMATICAL ACCURACY	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	

8.3 How *not* to motivate people

Reading (page 90)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1, 4
OVERALL READING COMPREHENSION	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	2, 3
READING FOR INFORMATION & ARGUMENT	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	3

Vocabulary (page 90)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	5, 6

Speaking (page 90)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	7
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	8, 9

8.4 If you'll just let me finish ...

Listening (page 92)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1
UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS	Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics.	2
PHONOLOGICAL CONTROL	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	3a, 3b

Speaking (page 92)

COMPONENT	DESCRIPTOR	EXERCISE
FORMAL DISCUSSION (MEETINGS)	Can easily keep up with the debate, even on abstract, complex unfamiliar topics. Can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately.	4, 5
TAKING THE FLOOR (TURN-TAKING)	Can select a suitable phrase from a readily available range of discourse functions to preface his remarks appropriately in order to get the floor, or to gain time and keep the floor whilst thinking.	

Writing (page 93)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	6, 7a

VOCABULARY RANGE	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	6, 7a, 7b
COHERENCE	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.	7a, 7b, 8
REPORTS AND ESSAYS	Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues.	8, 9

Unit 9 Stress and relaxation

Background (page 97)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	1
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	

Key words (page 97)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	2

Authentic listening skills (page 97)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.	3a, 3b, 3c
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow most lectures, discussions and debates with relative ease.	

9.1 All it takes is 10 mindful minutes

TED Talks (pages 98-99)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.	1, 2, 3, 4
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow most lectures, discussions and debates with relative ease.	

INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	5
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Vocabulary in context (page 99)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	6, 7
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	7

Critical thinking (page 99)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow most lectures, discussions and debates with relative ease.	8, 9, 11
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	9, 11
READING FOR INFORMATION & ARGUMENT	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	10, 11

Presentation skills (page 99)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow most lectures, discussions and debates with relative ease.	12
OVERALL READING COMPREHENSION	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	
ADDRESSING AUDIENCES	Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples.	13, 14

9.2 Even holidays are stressful

Grammar (pages 100-101)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1
OVERALL READING COMPREHENSION	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	2

GRAMMATICAL ACCURACY	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	3, 4, 5, 6
PHONOLOGICAL CONTROL	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	7a, 7b

Speaking (page 101)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	8, 9, 10
GRAMMATICAL ACCURACY	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	

9.3 Alert and alive

Reading (page 102)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1, 2, 6
OVERALL READING COMPREHENSION	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	3, 4
READING FOR INFORMATION & ARGUMENT	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	4
VOCABULARY RANGE	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	5

Vocabulary (page 102)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	7, 8, 9

Speaking (page 102)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	10

9.4 Have you got a minute?

Listening (page 104)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1
UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS	Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics.	2, 3
PHONOLOGICAL CONTROL	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	4a, 4b

Speaking (page 105)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	5
SOCIOLINGUISTIC APPROPRIATENESS	Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.	

Writing (page 105)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	6, 7a
GENERAL LINGUISTIC RANGE	Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say.	7a, 7b
REPORTS AND ESSAYS	Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues.	8, 9

Unit 10 Risk

Background (page 107)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	1
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	

Key words (page 107)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	2

Authentic listening skills (page 107)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.	3a, 3b, 3c
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow most lectures, discussions and debates with relative ease.	

10.1 All it takes is 10 mindful minutes**TED Talks** (pages 108-109)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.	1, 2, 3, 4
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow most lectures, discussions and debates with relative ease.	

Vocabulary in context (page 109)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	5, 6
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	6

Critical thinking (page 109)

COMPONENT	DESCRIPTOR	EXERCISE
READING FOR INFORMATION & ARGUMENT	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	7, 8

Presentation skills (page 109)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow most lectures, discussions and debates with relative ease.	9
OVERALL READING COMPREHENSION	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	
ADDRESSING AUDIENCES	Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples.	10, 11

10.2 Not as risky as it sounds**Grammar** (pages 110-111)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1
OVERALL READING COMPREHENSION	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	2
GRAMMATICAL ACCURACY	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	3, 4, 5, 6, 7

Speaking (page 111)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	8
GRAMMATICAL ACCURACY	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	8, 9
OVERALL SPOKEN PRODUCTION	Can give clear, detailed descriptions and presentations on complex subjects, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.	9

10.3 Follow your gut instinct**Reading** (page 112)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1, 2, 7
OVERALL READING COMPREHENSION	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	2, 3
READING FOR INFORMATION & ARGUMENT	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or	4, 6

	academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	
VOCABULARY RANGE	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	5

Vocabulary (page 112)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	8, 9, 10
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	10

Speaking (page 112)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	11

10.4 All things considered ...

Listening (page 114)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1, 4
UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS	Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics.	2, 3
PHONOLOGICAL CONTROL	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	5a, 5b

Speaking (page 115)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	6

Writing (page 115)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	7

GENERAL LINGUISTIC RANGE	Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say.	8a, 8b, 9
OVERALL WRITTEN PRODUCTION	Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.	9, 10

Unit 11 Vision

Background (page 119)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	1
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	

Key words (page 119)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	2

Authentic listening skills (page 119)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.	3a, 3b, 3c
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow most lectures, discussions and debates with relative ease.	

11.1 How to build with clay and community

TED Talks (pages 120-121)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.	1, 2, 3, 4
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow most lectures, discussions and debates with relative ease.	

Vocabulary in context (page 121)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	5, 6
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	6

Critical thinking (page 121)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow most lectures, discussions and debates with relative ease.	7, 8
READING FOR INFORMATION & ARGUMENT	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	8

Presentation skills (page 121)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow most lectures, discussions and debates with relative ease.	9
OVERALL READING COMPREHENSION	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	
ADDRESSING AUDIENCES	Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples.	10, 11
SUSTAINED MONOLOGUE: Describing Experience	Can give clear, detailed descriptions of complex subjects. Can give elaborate descriptions and narratives, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.	

11.2 A vision for saving the world

Grammar (pages 122-123)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1
OVERALL READING COMPREHENSION	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	2
GRAMMATICAL ACCURACY	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	3, 4, 5, 6
PHONOLOGICAL CONTROL	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	7a, 7b

Speaking (page 123)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	8
GRAMMATICAL ACCURACY	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	

11.3 A personal calling

Reading (page 124)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1, 4, 5, 6
OVERALL READING COMPREHENSION	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	2
READING FOR INFORMATION & ARGUMENT	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	3, 4

Vocabulary (page 124)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	7, 8

Speaking (page 124)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	9

11.4 A dream come true

Listening (page 126)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1, 2
UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS	Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics.	3, 4

PHONOLOGICAL CONTROL	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	5a, 5b
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Speaking (page 127)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	6
GENERAL LINGUISTIC RANGE	Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say.	

Writing (page 127)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	7
GENERAL LINGUISTIC RANGE	Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say.	8a, 8b
OVERALL WRITTEN INTERACTION	Can express him/herself with clarity and precision, relating to the addressee flexibly and effectively.	9, 10
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	10

Unit 12 The future

Background (page 128)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	1
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	

Key words (page 129)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	2

Authentic listening skills (page 129)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.	3a, 3b, 3c
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow most lectures, discussions and debates with relative ease.	

12.1 Image recognition that triggers augmented reality**TED Talks (pages 130-131)**

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.	1, 2, 3, 4, 5
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow most lectures, discussions and debates with relative ease.	
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	5

Vocabulary in context (page 131)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	6, 7
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	7

Critical thinking (page 131)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow most lectures, discussions and debates with relative ease.	8, 9, 10
READING FOR INFORMATION & ARGUMENT	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	10

Presentation skills (page 131)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow most lectures, discussions and debates with relative ease.	

OVERALL READING COMPREHENSION	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	11
ADDRESSING AUDIENCES	Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples.	12, 13, 14

12.2 They saw it coming

Grammar (pages 132-133)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1, 2
GRAMMATICAL ACCURACY	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	3, 4, 5
PHONOLOGICAL CONTROL	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	6a, 6b

Speaking (page 123)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	7
GRAMMATICAL ACCURACY	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.	

12.3 Half full or half empty?

Reading (page 134)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1, 5
VOCABULARY RANGE	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	2
OVERALL READING COMPREHENSION	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	3, 4
READING FOR INFORMATION & ARGUMENT	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	4

Vocabulary (page 134)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.	6, 7, 8

Speaking (page 134)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	9

12.4 Is Friday good for you?**Listening (page 136)**

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	1
UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS	Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics.	2, 3
PHONOLOGICAL CONTROL	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	4a, 4b

Speaking (page 136)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.	5
GENERAL LINGUISTIC RANGE	Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say.	
COOPERATING	Can relate own contribution skillfully to those of other speakers.	

Writing (page 137)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	6

GENERAL LINGUISTIC RANGE	Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say.	7a, 7b, 9
SOCIOLINGUSTIC APPROPRIATENESS	Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.	7a, 7b, 9, 10
INFORMAL DISCUSSION (WITH FRIENDS)	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.	8, 9, 10
OVERALL WRITTEN INTERACTION	Can express him/herself with clarity and precision, relating to the addressee flexibly and effectively.	9, 10