

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 Proficient CEFR overview

Framework level: C2

Communicative activities

Reception Spoken

<p>Overall listening comprehension:</p> <p>Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.</p>	<p>p9, Authentic listening skills ex3a, 3b and 3c; p10-11, TED Talks ex1-5; p16, Listening ex3 and 4; p19, Authentic listening skills ex3a and 3b; p20, TED Talks ex1-5; p22, Grammar ex3; p26, Listening ex3 and 4; p31, Authentic listening skills ex3a, 3b and 3c; p32-33, TED Talks ex1-4; p38, Listening ex3, 4 and 5; p41, Authentic listening skills ex3a and 3b; p42-43, TED Talks ex1-6; p44, Grammar ex3; p49, Listening ex3 and 4; p53, Authentic listening skills ex3a and 3b; p54, TED Talks ex1-4; p56, Grammar ex3; p60, Listening ex3 and 4; p63, Authentic listening skills ex3a, 3b and 3c; p64-65, TED Talks ex1-5; p66, Grammar ex3; p67, Language focus ex9; p70, Listening ex5 and 6; p75, Authentic listening skills ex3a and 3b; p76-77; TED Talks ex1-4; p78, Grammar ex2; p82, Listening ex4 and 5; p85, Authentic listening skills ex4a and 4b; p86-87, TED Talks ex1-5; p92, Listening ex3 and 4; p97, Authentic listening skills ex3a and 3b; p98-99; TED Talks ex1-5; p100, Grammar ex3; p104, Listening ex3 and 4; p107, Authentic listening skills ex3a and 3b; p108-109, TED Talks ex1-6; p114, Listening ex3 and 4; p119, Authentic listening skills ex3a and 3b; p120, TED Talks ex1-6; p126, Listening ex4 and 5; p129, Authentic listening skills ex3a and 3b; p130-131, TED Talks ex1-6; p136, Listening ex3 and 4</p>
<p>Listening as a member of a live audience:</p> <p>Can follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.</p>	<p>p9, Authentic listening skills ex3a, 3b and 3c; p10-11, TED Talks ex1-5; p11, Critical thinking ex10; p11, Presentation skills ex14; p19, Authentic listening skills ex3a and 3b; p20, TED Talks ex1-5; p21, Critical thinking ex9; p21, Presentation skills ex13; p31, Authentic listening skills ex3a, 3b and 3c; p32-33, TED Talks ex1-4; p33, Critical thinking ex8; p33, Presentation skills ex12; p41, Authentic listening skills ex3a and 3b; p42-43, TED Talks ex1-6; p43, Presentation skills ex14; p53, Authentic listening skills ex3a and 3b; p54, TED Talks ex1-4; p55, Presentation skills ex12; p63, Authentic listening skills ex3a, 3b and 3c; p64-65, TED Talks ex1-5; p65, Presentation skills ex13; p75, Authentic listening skills ex3a and 3b; p76-77; TED Talks ex1-4; p77, Presentation skills ex12; p85, Authentic listening skills ex4a and 4b; p86-87, TED Talks ex1-5; p87, Presentation skills ex13; p97, Authentic listening skills ex3a and 3b; p98-99; TED Talks ex1-5; p99, Presentation skills ex13; p107, Authentic listening skills ex3a and 3b; p108-109, TED Talks ex1-6; p109, Presentation skills ex14; p119, Authentic listening skills ex3a and 3b; p120, TED Talks ex1-6; p121, Presentation skills ex14; p129, Authentic listening skills ex3a and 3b; p130-131, TED Talks ex1-6; p131, Presentation skills ex14</p>

Reception Written

<p>Overall reading comprehension:</p> <p>Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings.</p> <p>Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.</p>	<p>p9, Background ex1; p11, Critical thinking ex11; p11, Presentation skills ex13; p12, Grammar ex3; p14, Reading ex2 and 3; p16, Reading ex1 and 2; p17, Writing ex8 and 9; p18, Background ex1; p21, Critical thinking ex10; p21, Presentation skills ex12; p22, Grammar ex2; p24, Reading ex2 and 3; p26, Reading ex1; p27, Writing ex8 and 9; p30, Background ex1; p33, Critical thinking ex9; p33, Presentation skills ex11; p36, Reading ex2 and 3; p38, Reading ex2; p39, Writing ex8 and 9a; p40, Background ex1; p43, Critical thinking ex11; p43, Presentation skills ex13; p46, Reading ex3 and 4; p48, Reading ex1 and 2; p49, Writing ex8; p53, Background ex1; p55, Critical thinking ex9; p55, Presentation skills ex11; p58, Reading ex3 and 4; p60, Reading ex2; p61, Writing ex8 and 9; p63, Background ex1; p65, Critical thinking ex10; p65, Presentation skills ex12; p66, Grammar ex2; p68, Reading ex2, 3 and 4; p70, Reading ex2 and 3; p71, Writing ex11; p74, Background ex1; p77, Critical thinking ex8; p77, Presentation skills ex11; p80, Reading ex2, 3 and 5; p82, Reading ex2; p83, Writing ex10; p85, Background ex1; p87, Critical thinking ex10; p87, Presentation skills ex12; p90, Reading ex2 and 3;</p>
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	p92, Reading ex1; p93, Writing ex8 and 9; p97, Background ex1; p99, Critical thinking ex10; p99, Presentation skills ex12; p102, Reading ex2, 3 and 4; p104, Reading ex2; p105, Writing ex7 and 8; p106, Background ex1; p109, Critical thinking ex11; p112, Reading ex2 and 3; p114, Reading ex2; p115, Writing ex8 and 9; p119, Background ex1; p121, Critical thinking ex11; p121, Presentation skills ex13; p122, Grammar ex2; p124, Reading ex3, 4 and 6; p126, Reading ex2; p127, Writing ex8; p128, Background ex1; p131, Critical thinking ex11; p131, Presentation skills ex13; p132, Grammar ex2; p134, Reading ex2 and 3; p136, Reading ex1 and 2; p137, Writing ex8 and 9
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Interaction Spoken

<p>Overall spoken interaction:</p> <p>Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it,</p>	<p>p9, Background ex1; p10, TED Talks ex2; p11, Vocabulary in context ex9; p11, Critical thinking ex10; p11, Presentation skills ex12; p12, Grammar ex1 and 2; p13, Speaking ex11; p14, Reading ex1 and 4; p14, Vocabulary ex8; p14, Speaking ex9 and 10; p16, Reading ex1; p17, Speaking ex6 and 7; p17, Writing ex9; p18, Background ex1; p20, TED Talks ex2; p21, Vocabulary in context ex8; p21, Critical thinking ex9; p21, Presentation skills ex11; p22, Grammar ex1 and 7; p23, Language focus ex10; p23, Speaking ex11 and 12; p24, Reading ex1 and 5; p24, Vocabulary ex7; p24-25, Speaking ex8 and 9; p26, Reading ex1 and 2; p26, Speaking ex6 and 7; p30, Background ex1; p33, Vocabulary in context ex7; p33, Critical thinking ex8; p33, Presentation skills ex10; p34, Grammar ex1 and 2; p35, Speaking ex8 and 9; p36, Reading ex1 and 5; p36, Vocabulary ex7 and 8; p36, Speaking ex9 and 10; p38, Reading ex1; p39, Speaking ex10 and 11; p40, Background ex1; p42-43, TED Talks ex2; p43, Vocabulary ex9; p43, Critical thinking ex10; p43, Presentation skills ex10 and 12; p44, Grammar ex1 and 2; p45, Language focus ex9 and 10; p45, Speaking ex11 and 12; p46, Reading ex1 and 2; p46, Vocabulary ex7, 8 and 9; p46, Speaking ex10 and 11; p48, Reading ex1 and 2; p49, Writing ex9; p53, Background ex1; p55, Vocabulary in context ex7; p55, Critical thinking ex8; p55, Presentation skills ex10; p56, Grammar ex1 and 2; p57, Writing and speaking ex9 and 10; p58, Reading ex1; p58, Vocabulary ex6; p58, Speaking ex7 and 8; p60, Reading ex1; p61, Speaking ex6 and 7; p63, Background ex1; p64-65, TED Talks ex2 and 4; p65, Vocabulary in context ex8; p65, Critical thinking ex9; p65, Presentation skills ex11; p66, Grammar ex1, 7 and 8; p67, Speaking ex11 and 12; p68, Reading ex1 and 6; p68, Speaking ex10 and 11; p70, Reading ex1-4; p71, Writing ex10; p74, Background ex1; p76, TED Talks ex2; p77, Vocabulary in context ex7; p77, Critical thinking ex8 and 9; p77, Presentation skills ex10; p78, Grammar ex1 and 5; p79, Language focus ex8; p79, Speaking ex9 and 10; p80, Reading ex1, 4 and 6; p80, Vocabulary ex8; p80, Speaking ex10; p80, Reading ex4; p80, Vocabulary ex7 and 8; p82, Reading ex1 and 3; p83, Speaking ex7 and 8; p83, Writing ex9; p85, Background ex1; p86, TED Talks ex1; p86, Vocabulary in context ex7 and 8; p87, Critical thinking ex9; p87, Presentation skills ex11; p88, Grammar ex1 and 2; p89, Language focus ex8; p89, Speaking ex9; p90, Reading ex4; p90, Vocabulary ex6; p90, Speaking ex7 and 8; p92, Reading ex1 and 2; p93, Speaking ex6 and 7; p93, Writing ex8; p97, Background ex1; p98-99, TED Talks ex5; p99, Vocabulary in context ex7 and 8; p99, Critical thinking ex9; p99, Presentation skills ex11; p100-101, Grammar ex1, 2 and 6; p101, Language focus ex8; p101, Speaking ex9 and 10; p102, Reading ex1; p102, Vocabulary ex7; p102, Speaking ex8 and 9; p104, Reading ex1 and 2; p105, Speaking ex6; p106, Background ex1; p108, TED Talks ex2 and 4; p109, Vocabulary in context ex8 and 9; p109, Critical thinking ex10; p109, Presentation skills; ex12, 13; p110, Grammar ex1 and 2; p111, Speaking ex8 and 9; p112, Reading ex1, 5 and 6; p112, Vocabulary ex8; p112, Speaking ex9 and 10; p114, Reading ex1 and 2; p114-115, Speaking ex6 and 7; p115, Writing ex9; p119, Background ex1; p120, TED Talks ex2 and 5; p121, Vocabulary in context ex8 and 9; p121, Critical thinking ex10 and 11; p121, Presentation skills ex12; p122, Grammar ex1; p123, Language focus ex7; p123, Speaking ex8; p124, Reading ex1 and 2; p124, Vocabulary ex8; p124, Speaking ex9 and 10; p126, Reading ex1 and 3; p127, Speaking ex7; p128, Background ex1; p131, Vocabulary in context ex8 and 9; p131, Presentation skills ex12; p132, Grammar ex1; p133, Speaking ex10; p134, Reading ex1 and 5; p134,</p>
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	Vocabulary ex8; p134, Speaking ex9; p136, Reading ex1 and 2; p137, Speaking ex6 and 7
Conversation: Can converse comfortably and appropriately, unhampered by any linguistic limitations in conducting a full social and personal life.	p17, Speaking ex7; p26, Speaking ex6 and 7; p27, Writing ex9, 10a and 10b; p39, Speaking ex7; p49, Speaking ex6 and 7
Interviewing and being interviewed: Can keep up his/her side of the dialogue extremely well, structuring the talk and interacting authoritatively with complete fluency as interviewer or interviewee, at no disadvantage to a native speaker.	p71, Speaking ex8 and 9

Production Spoken

Overall spoken production: Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points.	p83, Speaking ex7
Sustained monologue: Describing experience: Can give clear, smoothly flowing, elaborate and often memorable descriptions.	p11, Presentation skills ex15 and 16; p21, Presentation skills ex14 and 15
Addressing audiences: Can present a complex topic confidently and articulately to an audience unfamiliar with it, structuring and adapting the talk flexibly to meet the audience's needs. Can handle difficult and even hostile questioning.	p33, Presentation skills ex13 and 14; p43, Presentation skills ex15 and 16; p55, Presentation skills ex13 and 14; p65, Presentation skills ex13 and 14; p77, Presentation skills ex13 and 14; p87, Presentation skills ex14 and 15; p99, Presentation skills ex14 and 15; p109, Presentation skills ex15 and 16; p121, Presentation skills ex15 and 16; p131, Presentation skills ex15 and 16

Production Written

Overall written production: Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points.	p27, Writing ex11 and 12; p49, Writing ex11 and 12; p57, Writing and speaking ex9; p71, Writing ex13 and 14; p80, Speaking ex9; p83, Writing ex11, 13 and 14; p93, Writing ex11 and 12; p105, Writing ex10 and 11; p127, Writing ex10 and 11; p137, Writing ex11 and 12
Reports and essays: Can produce clear, smoothly flowing, complex reports, articles or essays which present a case, or give critical appreciation of proposals or literary works.	p17, Writing ex11 and 12; p61, Writing ex11 and 12; p115, Writing ex11 and 12

Can provide an appropriate and effective logical structure which helps the reader to find significant points.	
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Working with text

Processing text: Can summarise information from different sources, reconstructing arguments and accounts in a coherent presentation of the overall result.	p83, Writing ex13; p131, Critical thinking ex10
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Communicative language competence

Linguistic range

General linguistic range: Can exploit a comprehensive and reliable mastery of a very wide range of language to formulate thoughts precisely, give emphasis, differentiate and eliminate ambiguity. No signs of having to restrict what he/she wants to say.	p39, Speaking ex7; p49, Speaking ex6 and 7; p61, Speaking ex7; p71, Speaking ex8 and 9; p83, Speaking ex7 and 8; p83, Writing ex12, 13 and 14; p105, Speaking ex6; p114-115, Speaking ex6 and 7; p115, Writing ex10a and 10b; p127, Speaking ex7; p137, Speaking ex6 and 7
Vocabulary range: Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	p9, Key words ex2; p11, Vocabulary in context ex7, 8 and 9; p14, Reading ex5; p14, Vocabulary ex6, 7 and 8; p19, Key words ex2; p21, Vocabulary in context ex6, 7 and 8; p24, Reading ex4; p24, Vocabulary ex6 and 7; p27, Writing ex9; p31, Key words ex2; p33, Vocabulary in context ex5, 6 and 7; p36, Reading ex4; p36, Vocabulary ex6, 7 and 8; p41, Key words ex2; p43, Vocabulary ex7, 8 and 9; p46, Reading ex5; p46, Vocabulary ex6-9; p53, Key words ex2; p55, Vocabulary in context ex5, 6 and 7; p58, Reading ex2 and 5; p58, Vocabulary ex6; p63, Key words ex2; p65, Vocabulary in context ex6,7 and 8; p68, Reading ex5; p68, Vocabulary ex7, 8 and 9; p75, Key words ex2; p77, Vocabulary in context ex5, 6 and 7; p85, Key words ex2 and 3; p86, Vocabulary in context ex6, 7 and 8; p89, Language focus ex7 and 8; p90, Reading ex1 and 4; p90, Vocabulary ex5; p93, Speaking ex6 and 7; p97, Key words ex2; p99, Vocabulary in context ex6, 7 and 8; p102, Reading ex5; p102, Vocabulary ex6 and 7; p105, Writing ex9a, 9b and 9c; p107, Key words ex2; p109, Vocabulary in context ex7, 8 and 9; p112, Reading ex4; p112, Vocabulary ex7 and 8; p119, Key words ex2; p121, Vocabulary range ex7, 8 and 9; p124, Reading ex5; p124, Vocabulary ex7 and 8; p129, Key words ex2; p131, Vocabulary in context ex7, 8 and 9; p134, Reading ex4; p134, Vocabulary ex6, 7 and 8

Linguistic control

Grammatical accuracy: Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	p12-13, Grammar ex4-8; p13, Language focus ex9 and 10; p13, Speaking ex12; p17, Writing ex10a-12; p22-23, Grammar ex4-7; p23, Language focus ex8, 9 and 10; p23, Speaking ex11 and 12; p27, Writing ex10a-12; p34-35, Grammar ex3, 4 and 5; p35, Language focus ex6 and 7; p35, Speaking ex8 and 9; p44-45, Grammar ex4-6; p45, Language focus ex7-10; p45, Speaking ex11 and 12; p49, Writing ex10; p56-57, Grammar ex4, 5 and 6; p57, Language focus ex7 and 8; p57, Writing and speaking ex9 and 10; p61, Writing ex10a and 10b; p66, Grammar ex4-8; p67, Language focus ex9 and 10; p71, Writing ex12a-14; p78-79, Grammar ex3-6; p79, Language focus ex7 and 8; p79, Speaking ex9 and 10; p88-89, Grammar ex3-6; p93, Writing ex10a, 10b and 11; p100-101, Grammar ex4, 5 and 6; p101, Language
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	focus ex7 and 8; p101, Speaking ex10; p110-111, Grammar ex3, 4 and 5; p111, Language focus ex7; p122-123, Grammar ex3, 4 and 5; p123, Language focus ex6 and 7; p127, Writing ex9a and 9b; p132-133, Grammar ex3-7; p133, Language focus ex8 and 9; p137, Writing ex10a and 10b
Vocabulary control: Consistently correct and appropriate use of vocabulary.	p26, Reading ex2
Phonological control (C1): Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.	p16, Listening ex5a and 5b; p26, Listening ex5; p38, Listening ex6a and 6b; p49, Listening ex5; p60, Listening ex5; p70, Listening ex7; p82, Listening ex6; p92, Listening ex5; p104, Listening ex5; p111, Grammar ex6; p114, Listening ex5a and 5b; p126, Listening ex6a and 6b; p136, Listening ex5

Sociolinguistic

Sociolinguistic appropriateness: Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Appreciates fully the sociolinguistic and sociocultural implications of language used by native speakers and can react accordingly. Can mediate effectively between speakers of the target language and that of his/her community of origin taking account of sociocultural and sociolinguistic differences.	p10, TED Talks ex2; p11, Presentation skills ex13 and 15; p49, Listening ex3 and 4
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Pragmatic

Propositional precision: Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of qualifying devices (e.g. adverbs expressing degree, clauses expressing limitations). Can give emphasis, differentiate and eliminate ambiguity.	p35, Language focus ex6 and 7
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Keynote Proficient CEFR mapping

Framework level: C2

Unit 1 Creativity

Background (page 9)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	1
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	

Key words (page 9)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	2

Authentic listening skills (page 9)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.	3a, 3b, 3c
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.	

1.1 Do schools kill creativity?

TED Talks (pages 10-11)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.	1, 2, 3, 4, 5
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.	
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of	

	meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	2
SOCIOLINGUISTIC APPROPRIACY	Appreciates fully the sociolinguistic and sociocultural implications of language used by native speakers and can react accordingly.	

Vocabulary in context (page 11)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	7, 8, 9
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	9

Critical thinking (page 11)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	10
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.	
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	11

Presentation skills (page 11)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	12
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings.	13

	Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	
SOCIOLINGUISTIC APPROPRIACY	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Appreciates fully the sociolinguistic and sociocultural implications of language used by native speakers and can react accordingly.	13, 15
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.	14
SUSTAINED MONOLOGUE: Describing Experience	Can give clear, smoothly flowing, elaborate and often memorable descriptions.	15, 16

1.2 What've you been up to?

Grammar (pages 12-13)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	1, 2
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	3
GRAMMATICAL ACCURACY	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	4, 5, 6, 7, 8

Language focus (page 13)

COMPONENT	DESCRIPTOR	EXERCISE
GRAMMATICAL ACCURACY	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	9, 10

Speaking (page 13)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	11

GRAMMATICAL ACCURACY	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	12
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1.3 How talent thrives

Reading (page 14)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	1, 4
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	2, 3
VOCABULARY RANGE	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	5

Vocabulary (page 14)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	6, 7, 8
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	8

Speaking (page 14)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	9, 10

1.4 It's not really my thing

Reading (page 16)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	1
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	1, 2

Listening (page 16)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.	3, 4
PHONOLOGICAL CONTROL (C1)	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	5a, 5b

Speaking (page 17)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	6, 7
CONVERSATION	Can converse comfortably and appropriately, unhampered by any linguistic limitations in conducting a full social and personal life.	7

Writing (page 17)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	8, 9
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification	9

	devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	
GRAMMATICAL ACCURACY	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	10a, 10b, 11, 12
REPORTS AND ESSAYS	Can produce clear, smoothly flowing, complex reports, articles or essays which present a case, or give critical appreciation of proposals or literary works. Can provide an appropriate and effective logical structure which helps the reader to find significant points.	11, 12

Unit 2 Hopes and fears

Background (page 18)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	1
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	

Key words (page 19)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	2

Authentic listening skills (page 19)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.	3a, 3b
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.	

2.1 Why I live in mortal dread of public speaking

TED Talks (pages 20-21)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.	1, 2, 3, 4, 5
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.	
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	2

Vocabulary in context (page 21)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	6, 7, 8
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	8

Critical thinking (page 21)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	9
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.	
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	10

Presentation skills (page 21)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	11
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	12
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.	13
SUSTAINED MONOLOGUE: Describing Experience	Can give clear, smoothly flowing, elaborate and often memorable descriptions.	14, 15

2.2 Optimist or pessimist?

Grammar (pages 22-23)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	1, 7
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	2
OVERALL LISTENING COMPREHENSION	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.	3
GRAMMATICAL ACCURACY	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	4, 5, 6, 7

Language focus (page 23)

COMPONENT	DESCRIPTOR	EXERCISE
GRAMMATICAL ACCURACY	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	8, 9, 10
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of	10

	meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	
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Speaking (page 23)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	11, 12
GRAMMATICAL ACCURACY	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	

2.3 Expanding your horizons

Reading (page 24)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	1, 5
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	2, 3
VOCABULARY RANGE	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	4

Vocabulary (page 24)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	6, 7
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	7

Speaking (pages 24-25)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	8, 9

2.4 Worst-case scenario

Reading (page 26)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	1, 2
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	1
VOCABULARY CONTROL	Consistently correct and appropriate use of vocabulary.	2

Listening (page 26)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.	3, 4
PHONOLOGICAL CONTROL (C1)	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	5

Speaking (page 26)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	6, 7
CONVERSATION	Can converse comfortably and appropriately, unhampered by any linguistic limitations in conducting a full social and personal life.	

Writing (page 27)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	8, 9
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	9, 10a, 10b
VOCABULARY RANGE	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	9
GRAMMATICAL ACCURACY	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	10a, 10b, 10c, 11, 12
OVERALL WRITTEN PRODUCTION	Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points.	11, 12

Unit 3 Perception

Background (page 30)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	1
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	

Key words (page 31)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	2

Authentic listening skills (page 31)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.	3a, 3b, 3c
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.	

3.1 The 4 ways sound affects us

TED Talks (pages 32-33)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.	1, 2, 3, 4
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.	

Vocabulary in context (page 33)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	5, 6, 7
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	7

Critical thinking (page 33)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	8
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.	
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings.	9

	Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	
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Presentation skills (page 33)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	10
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	11
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.	12
ADDRESSING AUDIENCES	Can present a complex topic confidently and articulately to an audience unfamiliar with it, structuring and adapting the talk flexibly to meet the audience's needs.	13, 14

3.2 Judging by appearances

Grammar (pages 34-35)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	1, 2
GRAMMATICAL ACCURACY	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	3, 4, 5

Language focus (page 35)

COMPONENT	DESCRIPTOR	EXERCISE
GRAMMATICAL ACCURACY	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	6, 7
PROPOSITIONAL PRECISION	Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of qualifying devices (e.g. adverbs expressing degree, clauses expressing limitations). Can give emphasis, differentiate and eliminate ambiguity.	

Speaking (page 35)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	8, 9
GRAMMATICAL ACCURACY	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	

3.3 Lights, music, action

Reading (page 36)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	1, 5
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	2, 3
VOCABULARY RANGE	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	4

Vocabulary (page 36)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	6, 7, 8
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	7, 8

Speaking (page 36)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by	9, 10

	using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	
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3.4 Contrary to popular belief

Reading (page 38)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	1
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	2

Listening (page 38)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.	3, 4, 5
PHONOLOGICAL CONTROL (C1)	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	6a, 6b

Speaking (page 39)

COMPONENT	DESCRIPTOR	EXERCISE
CONVERSATION	Can converse comfortably and appropriately, unhampered by any linguistic limitations in conducting a full social and personal life.	7
GENERAL LINGUISTIC RANGE	Can exploit a comprehensive and reliable mastery of a very wide range of language to formulate thoughts precisely, give emphasis, differentiate and eliminate ambiguity. No signs of having to restrict what he/she wants to say.	

Writing (page 39)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	8, 9a

OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	10, 11
OVERALL WRITTEN PRODUCTION	Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points.	9b, 10, 11

Unit 4 Human interaction

Background (page 40)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	1
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	

Key words (page 31)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	2

Authentic listening skills (page 41)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.	3a, 3b
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.	

4.1 Your body language shapes who you are

TED Talks (pages 42-43)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.	1, 2, 3, 4, 5, 6
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.	
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	2

Vocabulary in context (page 43)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	7, 8, 9
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	9

Critical thinking (page 43)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	10
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	11

Presentation skills (page 43)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	10, 12
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	13
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.	14
ADDRESSING AUDIENCES	Can present a complex topic confidently and articulately to an audience unfamiliar with it, structuring and adapting the talk flexibly to meet the audience's needs.	15, 16

4.2 How we communicate

Grammar (pages 44-45)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	1, 2
OVERALL LISTENING COMPREHENSION	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.	3
GRAMMATICAL ACCURACY	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	4, 5, 6

Language focus (page 45)

COMPONENT	DESCRIPTOR	EXERCISE
GRAMMATICAL ACCURACY	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	7, 8, 9, 10
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	9, 10

Speaking (page 45)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	11, 12
GRAMMATICAL ACCURACY	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	

4.3 Negotiate better

Reading (page 46)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	1, 2
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	3, 4
VOCABULARY RANGE	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	5

Vocabulary (page 46)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	6, 7, 8, 9
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	7, 8, 9

Speaking (page 46)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	10, 11

4.4 Is that what you meant?

Reading (page 48)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	1, 2
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	

Listening (page 48)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.	3, 4
SOCIOLINGUISTIC APPROPRIACY	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Appreciates fully the sociolinguistic and sociocultural implications of language used by native speakers and can react accordingly.	
PHONOLOGICAL CONTROL (C1)	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	5

Speaking (page 49)

COMPONENT	DESCRIPTOR	EXERCISE
CONVERSATION	Can converse comfortably and appropriately, unhampered by any linguistic limitations in conducting a full social and personal life.	6, 7
GENERAL LINGUISTIC RANGE	Can exploit a comprehensive and reliable mastery of a very wide range of language to formulate thoughts precisely, give emphasis, differentiate and eliminate ambiguity. No signs of having to restrict what he/she wants to say.	

Writing (page 49)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	8
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	9
GRAMMATICAL ACCURACY	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	10
OVERALL WRITTEN PRODUCTION	Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points.	11, 12

Unit 5 Economic resources

Background (page 53)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	1
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	

Key words (page 53)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	2

Authentic listening skills (page 53)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.	

LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.	3a, 3b
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5.1 The magic washing machine

TED Talks (pages 54-55)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.	1, 2, 3, 4
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.	

Vocabulary in context (page 55)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	5, 6, 7
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	7

Critical thinking (page 55)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	8
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	9

Presentation skills (page 55)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	10
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	11
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.	12
ADDRESSING AUDIENCES	Can present a complex topic confidently and articulately to an audience unfamiliar with it, structuring and adapting the talk flexibly to meet the audience's needs.	13, 14

5.2 Energy-hungry world

Grammar (pages 56-57)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	1, 2
OVERALL LISTENING COMPREHENSION	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.	3
GRAMMATICAL ACCURACY	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	4, 5, 6

Language focus (page 57)

COMPONENT	DESCRIPTOR	EXERCISE
GRAMMATICAL ACCURACY	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	7, 8

Writing and speaking (page 57)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of	

	meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	9, 10
GRAMMATICAL ACCURACY	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	
OVERALL WRITTEN PRODUCTION	Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points.	9

5.3 Land for all

Reading (page 58)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	1
VOCABULARY RANGE	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	2, 5
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	3, 4

Vocabulary (page 58)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	6
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	

Speaking (page 58)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	7, 8

5.4 I can well believe that

Reading (page 60)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	1
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	2

Listening (page 60)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.	3, 4
PHONOLOGICAL CONTROL (C1)	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	5

Speaking (page 61)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	6, 7
GENERAL LINGUISTIC RANGE	Can exploit a comprehensive and reliable mastery of a very wide range of language to formulate thoughts precisely, give emphasis, differentiate and eliminate ambiguity. No signs of having to restrict what he/she wants to say.	7

Writing (page 61)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	8, 9
GRAMMATICAL ACCURACY	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	10a, 10b
REPORTS AND ESSAYS	Can produce clear, smoothly flowing, complex reports, articles or essays which present a case, or give critical appreciation of proposals or literary works. Can provide an appropriate and effective logical structure which helps the reader to find significant points.	11, 12

Unit 6 Practical design

Background (page 63)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	1
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	

Key words (page 63)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	2

Authentic listening skills (page 63)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.	3a, 3b, 3c
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.	

6.1 Magical houses, made of bamboo

TED Talks (pages 64-65)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.	1, 2, 3, 4, 5
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.	
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	2, 4

Vocabulary in context (page 65)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	6, 7, 8
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	8

Critical thinking (page 65)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	9
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	10

Presentation skills (page 65)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of	11

	meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	12
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.	13
ADDRESSING AUDIENCES	Can present a complex topic confidently and articulately to an audience unfamiliar with it, structuring and adapting the talk flexibly to meet the audience's needs.	14, 15

6.2 Get someone else to do it

Grammar (pages 66-67)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	1, 7, 8
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	2
OVERALL LISTENING COMPREHENSION	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.	3
GRAMMATICAL ACCURACY	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	4, 5, 6, 7, 8

Language focus (page 67)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.	9
GRAMMATICAL ACCURACY	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	9, 10

Speaking (page 67)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	11, 12

6.3 Better by design

Reading (page 68)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	1, 6
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	2, 3, 4
VOCABULARY RANGE	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	5

Vocabulary (page 68)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	7, 8, 9

Speaking (page 68)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	10, 11

6.4 Common sense

Reading (page 70)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	1, 2, 3, 4
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	2, 3

Listening (page 70)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.	5, 6
PHONOLOGICAL CONTROL (C1)	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	7

Speaking (page 71)

COMPONENT	DESCRIPTOR	EXERCISE
INTERVIEWING AND BEING INTERVIEWED	Can keep up his/her side of the dialogue extremely well, structuring the talk and interacting authoritatively with complete fluency as interviewer or interviewee, at no disadvantage to a native speaker.	8, 9
GENERAL LINGUISTIC RANGE	Can exploit a comprehensive and reliable mastery of a very wide range of language to formulate thoughts precisely, give emphasis, differentiate and eliminate ambiguity. No signs of having to restrict what he/she wants to say.	

Writing (page 71)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	10
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	11

GRAMMATICAL ACCURACY	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	12a, 12b, 13, 14
OVERALL WRITTEN PRODUCTION	Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points.	13, 14

Unit 7 Same but different

Background (page 74)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	1
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	

Key words (page 75)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	2

Authentic listening skills (page 75)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.	3a, 3b
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.	

7.1 The danger of a single story

TED Talks (pages 76-77)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.	1, 2, 3, 4

LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.	
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	2

Vocabulary in context (page 77)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	5, 6, 7
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	7

Critical thinking (page 77)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	8, 9
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	9

Presentation skills (page 77)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	10
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings.	11

	Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.	12
ADDRESSING AUDIENCES	Can present a complex topic confidently and articulately to an audience unfamiliar with it, structuring and adapting the talk flexibly to meet the audience's needs.	13, 14

7.2 No better, no worse

Grammar (pages 78-79)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	1, 5
OVERALL LISTENING COMPREHENSION	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.	2
GRAMMATICAL ACCURACY	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	3, 4, 5, 6

Language focus (page 79)

COMPONENT	DESCRIPTOR	EXERCISE
GRAMMATICAL ACCURACY	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	7, 8
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	8

Speaking (page 79)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	9, 10

GRAMMATICAL ACCURACY	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	
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7.3 Why more is less

Reading (page 80)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	1, 4, 6
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	2, 3, 5
VOCABULARY RANGE	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	4

Vocabulary (page 80)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	7, 8
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	8

Speaking (page 80)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL WRITTEN PRODUCTION	Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points.	9
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	10

7.4 Having said that ...

Reading (page 82)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	1, 3
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	2

Listening (page 82)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.	4, 5
PHONOLOGICAL CONTROL (C1)	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	6

Speaking (page 83)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	7, 8
GENERAL LINGUISTIC RANGE	Can exploit a comprehensive and reliable mastery of a very wide range of language to formulate thoughts precisely, give emphasis, differentiate and eliminate ambiguity. No signs of having to restrict what he/she wants to say.	
OVERALL SPOKEN PRODUCTION	Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points.	7

Writing (page 83)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	9

OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	10
OVERALL WRITTEN PRODUCTION	Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points.	11, 13, 14
GENERAL LINGUISTIC RANGE	Can exploit a comprehensive and reliable mastery of a very wide range of language to formulate thoughts precisely, give emphasis, differentiate and eliminate ambiguity. No signs of having to restrict what he/she wants to say.	12, 13, 14
PROCESSING TEXT	Can summarise information from different sources, reconstructing arguments and accounts in a coherent presentation of the overall result.	13

Unit 8 Food and sustainability

Background (page 85)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	1
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	

Key words (page 85)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	2, 3

Authentic listening skills (page 85)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.	4a, 4b
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.	

8.1 How I feel in love with a fish

TED Talks (pages 86-87)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.	1, 2, 3, 4, 5
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.	
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	1

Vocabulary in context (page 87)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	6, 7, 8
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	7, 8

Critical thinking (page 87)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	9
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	10

Presentation skills (page 87)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of	11

	meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	12
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.	13
ADDRESSING AUDIENCES	Can present a complex topic confidently and articulately to an audience unfamiliar with it, structuring and adapting the talk flexibly to meet the audience's needs.	14, 15

8.2 Mind what you eat

Grammar (pages 88-89)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	1, 2
GRAMMATICAL ACCURACY	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	3, 4, 5, 6

Language focus (page 89)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	7, 8
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	8

Speaking (page 89)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification	9

	devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	
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8.3 A contradiction in terms

Reading (page 90)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	1, 4
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	2, 3
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	4

Vocabulary (page 90)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	5
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	6

Speaking (page 90)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	7, 8

8.4 I'll try anything once ...

Reading (page 92)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	1, 2
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	1

Listening (page 92)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.	3, 4
PHONOLOGICAL CONTROL (C1)	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	5

Speaking (page 93)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	6, 7
GENERAL LINGUISTIC RANGE	Can exploit a comprehensive and reliable mastery of a very wide range of language to formulate thoughts precisely, give emphasis, differentiate and eliminate ambiguity. No signs of having to restrict what he/she wants to say.	

Writing (page 93)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	8
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings.	8, 9

	Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	
GRAMMATICAL ACCURACY	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	10a, 10b, 11
OVERALL WRITTEN PRODUCTION	Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points.	11, 12

Unit 9 Internet sensation

Background (page 97)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	1
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	

Key words (page 97)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	2

Authentic listening skills (page 97)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.	3a, 3b
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.	

9.1 Why videos go viral

TED Talks (pages 98-99)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.	1, 2, 3, 4, 5
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.	
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	5

Vocabulary in context (page 99)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	6, 7, 8
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	7, 8

Critical thinking (page 99)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	9
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	10

Presentation skills (page 99)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	11
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	12
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.	13
ADDRESSING AUDIENCES	Can present a complex topic confidently and articulately to an audience unfamiliar with it, structuring and adapting the talk flexibly to meet the audience's needs.	14, 15

9.2 Completely lost without it

Grammar (pages 100-101)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	1, 2, 6
OVERALL LISTENING COMPREHENSION	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.	3
GRAMMATICAL ACCURACY	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	4, 5, 6

Language focus (page 101)

COMPONENT	DESCRIPTOR	EXERCISE
GRAMMATICAL ACCURACY	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	7, 8
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	8

Speaking (page 101)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	9, 10
GRAMMATICAL ACCURACY	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	10

9.3 Same old

Reading (page 102)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	1
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	2, 3, 4
VOCABULARY RANGE	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	5

Vocabulary (page 102)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	6, 7
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	7

Speaking (page 102)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	8, 9

9.4 Online presence

Reading (page 104)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	1, 2
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	2

Listening (page 104)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.	3, 4
PHONOLOGICAL CONTROL (C1)	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	5

Speaking (page 105)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	6
GENERAL LINGUISTIC RANGE	Can exploit a comprehensive and reliable mastery of a very wide range of language to formulate thoughts precisely, give emphasis, differentiate and eliminate ambiguity. No signs of having to restrict what he/she wants to say.	

Writing (page 105)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	7, 8
VOCABULARY RANGE	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	9a, 9b, 9c
OVERALL WRITTEN PRODUCTION	Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points.	10, 11

Unit 10 The meaning of success

Background (page 106)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	1
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	

Key words (page 107)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	2

Authentic listening skills (page 107)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.	3a, 3b
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.	

10.1 A kinder, gentler philosophy of success

TED Talks (pages 108-109)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.	1, 2, 3, 4, 5, 6
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.	
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	2, 4

Vocabulary in context (page 109)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	7, 8, 9
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	8, 9

Critical thinking (page 109)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	10
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	11

Presentation skills (page 109)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	12, 13
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.	14
ADDRESSING AUDIENCES	Can present a complex topic confidently and articulately to an audience unfamiliar with it, structuring and adapting the talk flexibly to meet the audience's needs.	15, 16

10.2 Self-help

Grammar (pages 110-111)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	1, 2
GRAMMATICAL ACCURACY	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	3, 4, 5
PHONOLOGICAL CONTROL (C1)	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	6

Language focus (page 111)

COMPONENT	DESCRIPTOR	EXERCISE
GRAMMATICAL ACCURACY	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	7

Speaking (page 111)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	8, 9

10.3 What generations want

Reading (page 112)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	1, 5, 6
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	2, 3
VOCABULARY RANGE	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	4

Vocabulary (page 112)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	7, 8
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	8

Speaking (page 112)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	9, 10

10.4 How did you get on?

Reading (page 114)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification	1, 2

	devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	2

Listening (page 114)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.	3, 4
PHONOLOGICAL CONTROL (C1)	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	5a, 5b

Speaking (pages 114-115)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	6, 7
GENERAL LINGUISTIC RANGE	Can exploit a comprehensive and reliable mastery of a very wide range of language to formulate thoughts precisely, give emphasis, differentiate and eliminate ambiguity. No signs of having to restrict what he/she wants to say.	

Writing (page 115)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	8, 9
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	9
GENERAL LINGUISTIC RANGE	Can exploit a comprehensive and reliable mastery of a very wide range of language to formulate thoughts precisely, give emphasis, differentiate and eliminate ambiguity. No signs of having to restrict what he/she wants to say.	10a, 10b

REPORTS AND ESSAYS	Can produce clear, smoothly flowing, complex reports, articles or essays which present a case, or give critical appreciation of proposals or literary works. Can provide an appropriate and effective logical structure which helps the reader to find significant points.	11, 12
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Unit 11 Learning and memory

Background (page 119)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	1
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	

Key words (page 119)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	2

Authentic listening skills (page 119)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.	3a, 3b
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.	

11.1 Build a school in the clouds

TED Talks (pages 120-121)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.	1, 2, 3, 4, 5, 6
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.	

OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	2, 5
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Vocabulary in context (page 121)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	7, 8, 9
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	8, 9

Critical thinking (page 121)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	10, 11
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	11

Presentation skills (page 121)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	12
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	13

LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.	14
ADDRESSING AUDIENCES	Can present a complex topic confidently and articulately to an audience unfamiliar with it, structuring and adapting the talk flexibly to meet the audience's needs.	15, 16

11.2 The value of education

Grammar (pages 122-123)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	1
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	2
GRAMMATICAL ACCURACY	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	3, 4, 5

Language focus (page 123)

COMPONENT	DESCRIPTOR	EXERCISE
GRAMMATICAL ACCURACY	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	6, 7
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	7

Speaking (page 123)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	8

11.3 How to remember

Reading (page 124)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	1, 2
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	3, 4, 6
VOCABULARY RANGE	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	5

Vocabulary (page 124)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	7, 8
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	8

Speaking (page 124)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	9, 10

11.4 I'll get the hang of it

Reading (page 126)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification	1, 3

	devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	2

Listening (page 126)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.	4, 5
PHONOLOGICAL CONTROL (C1)	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	6a, 6b

Speaking (page 127)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	7
GENERAL LINGUISTIC RANGE	Can exploit a comprehensive and reliable mastery of a very wide range of language to formulate thoughts precisely, give emphasis, differentiate and eliminate ambiguity. No signs of having to restrict what he/she wants to say.	

Writing (page 127)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	8
GRAMMATICAL ACCURACY	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	9a, 9b
OVERALL WRITTEN PRODUCTION	Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points.	11, 12

Unit 12 Invention or innovation

Background (page 128)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	1
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	

Key words (page 129)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	2

Authentic listening skills (page 129)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.	3a, 3b
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.	

12.1 Creative problem-solving in the face of extreme limits

TED Talks (pages 130-131)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.	1, 2, 3, 4, 5, 6
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.	

Vocabulary in context (page 131)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	7, 8, 9
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	8, 9

Critical thinking (page 131)

COMPONENT	DESCRIPTOR	EXERCISE
PROCESSING TEXTS	Can summarise information from different sources, reconstructing arguments and accounts in a coherent presentation of the overall result.	10
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	11

Presentation skills (page 131)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	12
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	13
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow specialised lectures and presentations employing a high degree of colloquialism, regional usage or unfamiliar terminology.	14
ADDRESSING AUDIENCES	Can present a complex topic confidently and articulately to an audience unfamiliar with it, structuring and adapting the talk flexibly to meet the audience's needs.	15, 16

12.2 Patent pending

Grammar (pages 132-133)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	1
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	2
GRAMMATICAL ACCURACY	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	3, 4, 5, 6, 7

Language focus (page 123)

COMPONENT	DESCRIPTOR	EXERCISE
GRAMMATICAL ACCURACY	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	8, 9

Speaking (page 123)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	10

12.3 The inventor's trials

Reading (page 134)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	1, 5
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings.	2, 3

	Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	
VOCABULARY RANGE	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	4

Vocabulary (page 134)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.	6, 7, 8
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	8

Speaking (page 134)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	9

12.4 To get the best results ...

Reading (page 136)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	1, 2
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	

Listening (page 136)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed.	3, 4
PHONOLOGICAL CONTROL (C1)	Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.	5

Speaking (page 137)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly the interlocutor is hardly aware of it.	6, 7
GENERAL LINGUISTIC RANGE	Can exploit a comprehensive and reliable mastery of a very wide range of language to formulate thoughts precisely, give emphasis, differentiate and eliminate ambiguity. No signs of having to restrict what he/she wants to say.	

Writing (page 137)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.	8, 9
GRAMMATICAL ACCURACY	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions).	10a, 10b
OVERALL WRITTEN PRODUCTION	Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points.	11, 12