

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 Intermediate CEFR overview

Framework level: B1-B2

Communicative activities

Reception Spoken

Overall listening comprehension: Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. [B1]	p9, Authentic listening skills ex 3a and 3b; p10, TED Talks ex1, 2, 3, 4 and 5; p11 Critical thinking ex9; p16, Listening ex3, 4, and 5; p18 Authentic listening skills ex3a and 3b; p20, TED Talks ex1, 2, 3, 4; p26, Listening ex4 and 5; p31, Authentic listening skills ex3a and 3b; p32-33, TED Talks ex1-5; p33, Critical thinking ex8; p38, Listening ex2 and 3; p41, Authentic listening skills ex3a and 3b; p42-43, TED Talks ex1-4; p45, Grammar ex9; p53, Authentic listening skills ex3a and 3b; p54-55, TED talks ex1-5; p63, Authentic listening skills ex3a and 3b; p64-65, TED talks ex1-4; p70, Listening ex5 and 6b; p76-77, TED Talks ex1-4; p78, Grammar ex1; p85, Authentic listening skills, ex3a and 3b; p86-87, TED Talks ex2-6; p88-89, Grammar ex9 and 10; p92, Listening ex3 and 5; p98, TED talks ex1-5; p107 Authentic listening skills ex3a and 3b; p108-109, TED Talks ex1-5; p110, Grammar ex3; p114, Listening ex3 and 4; p122-123, Grammar ex2 and 8
Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives. [B1]	
Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand. [B2]	p119, Authentic listening skills ex3a and 3b; p120-121, TED talks ex1-5; p126, Listening ex2 and 3; p129, Authentic listening skills ex3b and 3c; p130-131, TED Talks ex1-4; p136, Listening ex2 and 3
Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation. Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers. [B2]	
Understanding interaction between native speakers: Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect. [B1]	p48, Listening, ex3 and 4; p60, Listening ex3, 4 and 5; p82, Listening ex3 and 4
Listening as a member of a live audience: Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech. [B1]	p9, Authentic listening skills ex 3a and 3b; p10, TED Talks ex1, 2, 3, 5 and 5; p18 Authentic listening skills ex3a and 3b; p20, TED Talks ex1-4; p31, Authentic listening skills ex3a and 3b; p32-33, TED Talks ex1-5; p33, Presentation skills ex11; p41, Authentic listening skills ex3a and 3b; p42-43, TED Talks ex1-4; p53, Authentic listening skills ex3a and 3b; p54-55, TED talks ex1-5; p63, Authentic listening skills ex3a and 3b; p64-65, TED talks ex1-4; p65, Presentation skills ex12; p75, Authentic listening skills ex3a, 3b; p76-77, TED Talks ex1-4; p77,

	Critical thinking ex8; p77, Presentation skills ex12; p85, Authentic listening skills, ex3a and 3b; p86-87, TED Talks ex2-6; p87, Presentation skills ex14; p97, Authentic listening skills, ex3a; p98, TED talks ex1-5; p99, Presentation skills ex13; p107 Authentic listening skills ex3a and 3b; p108-109, TED Talks ex1-5; p109, Critical thinking ex8; p109, Presentation skills ex14
Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex. [B2]	p119, Authentic listening skills ex3a and 3b; p120-121, TED talks ex1-5; p121, Critical thinking ex9; p121, Presentation skills ex13; p121, Presentation skills ex13; p129, Authentic listening skills ex3b and 3c; p130-131, TED Talks ex1-4; p131, Critical thinking ex7; p131, Presentation skills ex9 and 11 and 12
Listening to announcements & instructions: Can understand simple technical information, such as operating instructions for everyday equipment. Can follow detailed directions. [B1]	p104, Listening ex6 and 7
Listening to radio and audio recordings: Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.	p34-35, Grammar ex3 and 8

Reception Written

Overall reading comprehension: Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. [B1]	p8, Background ex1, p11 Presentation skills ex12; p17, Writing ex9 and 10; p18, Background ex 1; p21, Presentation skills ex10; p22, Grammar ex2; p31, Key words ex1; p33, Presentation skills ex10; p34, Grammar ex2, p41, Background ex1; p43, Presentation skills ex10; p44-45, Grammar ex2 and 8; p53, Background ex1; p55, Presentation skills ex12; p55, Grammar ex 2, 3 and 7; p62, Background ex1; p65, Presentation skills ex11; p66, Grammar ex3; p75, Background ex1; p77, Presentation skills ex11; p82, Listening ex2; p83, Writing ex8 and 9; p84, Background ex1; ; p87, Presentation skills ex13; p88-89, Grammar ex3, 5; p90, Reading ex2; p93, Writing ex8 and 11; p97, Background ex1; p99, Presentation skills ex12; p100, Grammar ex2; p105, Writing ex10 and 11; p107, Background ex1; p109, Presentation skills ex13; p110, Grammar ex2
Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms. [B2]	p118, Background ex1; p121, Presentation skills ex12; p122, Grammar ex1; p126, Listening ex2; p127, Writing ex8-11; p127, Background ex1; p131, Presentation skills ex10; p132, Grammar ex2; p137, Writing ex6, 7 and 8
Reading correspondence: Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend. [B1]	p49, Writing ex8 and 9; p71, Writing ex8 and 9a; p115, Writing ex7, 8 and 9
Reading for orientation: Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. [B1]	p14, Reading ex2; p14, Reading ex3; p14 Vocabulary ex 6; p24, Reading ex4 and 5; p36, Reading ex4 and 5; p58, Reading ex2; p68, Reading ex3 and 4; p80, Reading ex2; p90, Reading ex3; p102, Reading ex2; p112, Reading ex3

Can scan quickly through long and complex texts, locating relevant details. Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile. [B2]	p124, Reading ex2; p134, Reading ex3
Reading for information and argument: Can identify the main conclusions in clearly signalled argumentative texts. Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail. [B1]	p 14, Reading ex 3; p21, Critical thinking ex 8; p24, Reading ex3; p33, Critical thinking ex9; p36, Reading ex3; p43, Critical thinking ex8; p46, Reading ex3 and 4; p55, Critical thinking ex10; p58, Reading ex3 and 4; p61, Writing ex8 and 9a; p65, Critical thinking ex 8; p68, Reading ex2; p77, Critical thinking ex9; p80, Reading ex3; p99, Critical thinking ex9; p102, Reading ex3; p109, Critical thinking ex10 and 11; p112, Reading ex4; p113, Speaking and writing ex10
Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. [B2]	p121, Critical thinking ex8 and 10; p124, Reading ex4; p131, Critical thinking ex8; p134, Reading ex4

Interaction Spoken

Overall spoken interaction: Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. [B1]	p13, Grammar ex10; p16, Speaking ex7; p26, Speaking ex7; p36, Vocabulary ex9; p79, Speaking ex9 and 10; p82, Speaking ex7; p110, Speaking ex10, 11 and 12
Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events). [B1]	
Conversation: Can enter unprepared into conversations on familiar topics. Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference. [B1]	p10, TED Talks ex6; p23, Speaking ex11; p24, Speaking ex11; p35, Speaking ex11 and 12; p39, Speaking ex5; p58, Speaking ex9; p61, Speaking ex7; p69, Speaking ex9 and 10; p70, Speaking ex7; p79, Grammar ex8; p102, Speaking ex9 and 10; p114, Listening ex5b

<p>Informal discussion (with friends):</p> <p>Can follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly.</p> <p>Can express his/her thoughts about abstract or cultural topics such as music, films. Can explain why something is a problem.</p> <p>Can give brief comments on the views of others.</p> <p>Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc. [B1]</p>	<p>p10, TED Talks ex6; p11 Critical thinking ex10; p11 Presentation skills ex11; p12 Grammar ex1 and 2; p14, Reading ex4; p17, Writing ex8; p21 Critical thinking ex 7 and 8; p21, Presentation skills ex9; p22, Grammar ex1; p23, Speaking ex11; p24, Reading ex1 and 2; p24, Vocabulary ex9; p24, Speaking ex11; p26, Vocabulary ex3; p33, Critical thinking ex8 and 9; p33, Presentation skills ex10 and 11; p34, Grammar ex1; p36, Reading ex1, 2 and 6; p36, Speaking ex10 and 11; p43, Critical thinking ex7 and 8; p43, Presentation skills ex9; p44, Grammar ex1; p46, Reading ex1 and 2; p46, Vocabulary ex8; p47, Speaking ex9 and 10; p48, Vocabulary ex2; p49, Writing ex9; p54, TED talks ex2; p55, Critical thinking ex8 and 9; p55, Presentation skills ex11 and 14; p55, Grammar ex1, 6, 8 and 10; p55, Speaking ex11 and 12; p58, Reading ex1 and 5; p58, Vocabulary ex7; p58, Speaking ex9; p60, Listening ex2; p64, TED talks ex1; p65, Critical thinking ex7, 8 and 9; p65, Presentation skills ex10 and 11; p66, Grammar ex1, 2 and 4; p67, Speaking ex10; p68, Reading ex1 and 5; p68, Vocabulary ex8; p69, Speaking ex9 and 10; p70, Vocabulary ex1 and 2; p75, Background ex1; p77, TED Talks ex5; p77, Critical thinking ex10; p77, Presentation skills ex11; p78, Grammar ex2; p79, Speaking ex9 and 10; p80, Reading ex1, 2 and 6; p80, Vocabulary ex7 and 8; p80, Speaking, ex9 and 10; p82, Listening ex1 and 5; p84, Background ex1; p86-87, TED Talks ex1, 3 and 5; p87, Presentation skills ex12, 13; p88-89, Grammar ex1, 2, 5, 8; p90, Reading ex1, 2, and 5; p91, Speaking ex10; p92, Listening ex2 and 4; p97, Background ex1; p98, TED talks ex1; p99, Critical thinking ex8, 9 and 10; p99, Presentation skills ex11; p100-101, Grammar ex1, 5, 7 and 10; p101, Speaking ex11 and 12; p102, Reading ex1 and 5; p102, Vocabulary ex6; p102, Speaking ex9 and 10; p104, Listening ex5; p107, Background ex1; p107 Authentic listening skills ex3a and 3b; p109, Vocabulary in context ex7; p109, Presentation skills ex12 and 15; p109, Critical thinking ex9; p110, Grammar ex1 and 4; p112, Reading ex1 and 2; p112, Vocabulary ex9; p113, Speaking and writing ex11; p114, Vocabulary ex1 and 2; p115, Writing ex7, 8 and 10a</p>
<p>Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.</p> <p>Can give or seek personal views and opinions in discussing topics of interest.</p> <p>Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e.g. an outing).</p> <p>Can express belief, opinion, agreement and disagreement politely. [B1]</p>	
<p>Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.</p> <p>Can with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.</p> <p>Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]</p>	<p>p118, Background ex1; p121, Vocabulary in context ex6 and 7; p121, Critical thinking ex8; p121, Presentation skills ex11 and 14; p123, Grammar ex5, 6 and 7; p123, Speaking ex11; p124, Reading ex1, 3 and 6; p124, Speaking ex9 and 10; p127, Writing ex7 and 11; p127, Background ex1; p131, Vocabulary in context ex5 and 6; p131, Critical thinking ex7; p131, Presentation skills ex9 and 12; p132, Grammar ex1; p133, Speaking ex9; p134, Reading ex1, 2 and 6; p136, Listening ex1; p136, Speaking ex5; p137, Writing ex7</p>
<p>Goal-orientated co-operation:</p> <p>Can generally follow what is said and, when necessary, can repeat back part of what someone has said to confirm mutual understanding.</p> <p>Can make his/her opinions and reactions understood as regards</p>	<p>p80, Speaking, ex9 and 10; p89, Speaking ex13; p91, Speaking ex9; p101, Speaking ex11 and 12</p>

<p>possible solutions or the question of what to do next, giving brief reasons and explanations.</p> <p>Can invite others to give their views on how to proceed. [B1]</p>	
<p>Can understand detailed instructions reliably.</p> <p>Can help along the progress of the work by inviting others to join in, say what they think etc.</p> <p>Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches. [B2]</p>	p126, Speaking ex5 and 6; p135, Speaking ex9
<p>Obtaining goods and services:</p> <p>Can deal with most transactions likely to arise whilst travelling, arranging travel or accommodation, or dealing with authorities during a foreign visit.</p> <p>Can cope with less routine situations in shops, post office, bank, e.g. returning an unsatisfactory purchase. Can make a complaint.</p> <p>Can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling, e.g., asking passenger where to get off for unfamiliar destination. [B1]</p>	p114, Speaking ex6
<p>Information exchange:</p> <p>Can find out and pass on straightforward factual information.</p> <p>Can ask for and follow detailed directions</p> <p>Can obtain more detailed information. [B1]</p>	p39, Speaking ex5; p57, Speaking ex11; p105, Speaking ex8 and 9
<p>Interviewing and being interviewed:</p> <p>Can provide concrete information required in an interview/consultation (e.g. describe symptoms to a doctor) but does so with limited precision.</p> <p>Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended. [B1]</p>	p16, Speaking ex7; p82, Speaking ex7

Interaction Written

Overall written interaction: Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision. [B1]	p17, Writing ex12 and 13; p27, Writing ex10, 11 and 12, p71, Writing ex10, 11 and 12; p93, Writing ex12 and 13; p105, Writing ex13 and 14
Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important [B1]	
Can express news and views effectively in writing, and relate to those of others. [B2]	p124, Speaking ex9; p127, Writing ex10-13; p137, Writing ex9 and 10
Correspondence: Can write personal letters describing experiences, feelings and events in some detail. [B1]	p49, Writing ex12 and 13; p115, Writing ex11 and 12

Production Spoken

Overall spoken production: Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points. [B1]	p43, Presentation skills, ex14; p89, Speaking ex13, 14; p90, Vocabulary ex8; p92, Speaking ex7
Sustained monologue: Describing experience: Can give straightforward descriptions on a variety of familiar subjects within his field of interest. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions. [B1]	p11 Presentation skills ex15; p45, Speaking ex13; p65, Presentation skills ex14
Can give clear, detailed descriptions on a wide range of subjects related to his field of interest. [B2]	p131, Presentation skills ex14
Sustained monologue: Putting a case (e.g. debate): Can briefly give reasons and explanations for opinions, plans and actions. [B2]	p21, Presentation skills ex13
Addressing audiences: Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to	p11 Presentation skills ex13 and 15; p21, Presentation skills ex11 and 13; p33, Presentation skills ex12 and 13; p43, Presentation skills ex11 and 12; p55, Presentation skills ex13 and 15; p65, Presentation skills ex14; p77, Presentation skills ex13; ; p87, Presentation skills ex16; p99, Presentation skills ex15; p109, Presentation skills ex16

<p>be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.</p> <p>Can take follow up questions, but may have to ask for repetition if the speech was rapid. [B1]</p>	
<p>Can take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience [B2]</p>	<p>p121, Presentation skills ex14 and 15</p>

Production Written

<p>Overall written production:</p> <p>Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence. [B1]</p>	<p>p39, Writing ex8 and 9; p61, Writing ex9a-11; p83, Writing ex11, 12, 13; p113, Speaking and writing ex10</p>
<p>Writing reports and essays:</p> <p>Can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions. [B1]</p>	<p>p39, Writing ex8 and 9; p61, Writing ex10 and 11</p>

Communication strategies

Reception

<p>Identifying cues and inferring:</p> <p>Can identify unfamiliar words from the context on topics related to his/her field and interests.</p> <p>Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar. [B1]</p>	<p>p9, Key words ex2, p9, Authentic listening skills ex 3a and 3b; p11, Vocabulary in context ex7; p14, Reading ex1 and 5; p15 Speaking ex9; p18, Key words ex2; p18 Authentic listening skills ex3a and 3b; p21, Vocabulary in context ex5; p31, Key words ex2; p31, Authentic listening skills ex3a and 3b; p33, Vocabulary in context, ex6; p41, Key words ex2; p43, Vocabulary in context ex5; p53, Key words ex2; p55, Vocabulary in context ex6 and 7; p63, Key words ex2; p64, Vocabulary in context ex5 and 6; p75, Key words ex2; p77, Vocabulary in context ex6 and 7; p80, Reading ex4; p85, Key words ex2; p87, Vocabulary in context ex7; p90, Reading ex4; p97, Key words ex2; p99, Vocabulary in context ex6; p102, Reading ex4; p107, Key words ex2; p109, Vocabulary in context ex6 and 7; p112, Reading ex1 and 5</p>
<p>Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues. [B2]</p>	<p>p119, Key words ex2; p121, Vocabulary in context ex6 and 7; p124, Reading ex5; p124 Vocabulary ex6 and 7; p129, Key words ex2; p131, Vocabulary in context ex5 and 6; p134, Reading ex5</p>

Production

<p>Planning:</p> <p>Can work out how to communicate the main point(s) he/she wants to get</p>	<p>p11 Presentation skills ex14; p15 Speaking ex8; p21, Presentation skills ex12; p43, Presentation skills ex13; p55, Presentation skills ex14; p65, Presentation</p>
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across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express. [B1]	skills ex13; ; p87, Presentation skills ex15; p99, Presentation skills ex14; p109, Presentation skills ex15
Can plan what is to be said and the means to say it, considering the effect on the recipient/s. [B2]	p131, Presentation skills ex13

Working with text

Text

Processing text: Can paraphrase short written passages in a simple fashion, using the original text wording and ordering. [B1]	p77, Presentation skills ex13
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Communicative language competence

Linguistic range

General linguistic range: Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times. [B1]	p26, Speaking ex7; p38, Listening ex1; p48, Listening ex5; p48, Speaking ex7; p61, Speaking ex7; p70, Vocabulary ex3 and 4; p70, Listening ex5 and 6a; p70, Speaking ex7; p71, Writing ex9a and 9b; p92, Listening ex5, p92, Speaking ex7; p104, Speaking ex8 and 9; p114, Speaking ex6; p115, Writing ex10b
Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so. [B2]	p126, Speaking ex5 and 6; p136, Speaking ex5
Vocabulary range: Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events. [B1]	p 11, Vocabulary in context ex7 and 8; p14 Vocabulary ex 6; p16, Vocabulary ex1; p21, Vocabulary in context ex5 and 6, p24, Reading ex6 and 7; p24, Vocabulary ex8, 9 and 10; p26, Vocabulary ex1, 2, and 3; p33, Vocabulary in context, ex6 and 7; p36, Vocabulary ex7, 8 and 9; p43, Vocabulary in context ex5 and 6; p46, Reading ex1 and 5; p46, Vocabulary ex6 and 7; p48, Vocabulary ex1 and 2; p55, Vocabulary in context ex6 and 7; p58, Vocabulary ex6 and 8; p60, Listening ex1 and 2; p64, Vocabulary in context ex5 and 6; p68, Vocabulary ex6, 7 and 8; p76, TED Talks ex1; p77, Vocabulary in context ex6 and 7; p80, Reading ex4 and 5; p80, Vocabulary ex7 and 8; p87, Vocabulary in context ex7 and 8; p90, Vocabulary ex6, 7 and 8; p92, Listening ex1; p93, Writing ex9; p99, Vocabulary in context ex6 and 7; p102, Vocabulary ex6, 7 and 8; p104, Vocabulary ex1,2 and 4; p104, Listening ex5; p109, Vocabulary in context ex6 and 7; p112, Vocabulary ex6-9; p114, Vocabulary ex1 and 2
Has a good range of vocabulary for matters connected to his field and most general topics? Can vary formulation to avoid frequent	p121, Vocabulary in context ex6 and 7; p124 Vocabulary ex6 and 7; p126, Listening ex1; p131, Vocabulary in context ex5 and 6; p134, Vocabulary ex7 and 8

repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	
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Linguistic control

Grammatical accuracy: Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express. [B1]	p12-13 Grammar ex4-10; p17, Writing ex8 11a and 11b; p22-23, Grammar ex3-10; p34-35, Grammar ex4-7, 9 and 10; p35, Speaking ex11 and 12; p44-45, Grammar ex3-5, 7, 10 and 12; p49, Writing ex10 and 11; p57, Grammar ex4, 5, 7 and 9; p67, Grammar ex5-9; p78-79, Grammar ex3-4 and 6-8; p83, Writing ex10; p88-89, Grammar ex4-6, 8 and 11-12; p93, Writing ex10a and 10b; p100-101, Grammar ex3-4 and 6—10; p101, Speaking ex11 and 12; p105, Writing ex12a and 12b; p110-111, Grammar ex5, 6, 8 and 9; p110, Speaking ex12
Good grammatical control. Occasional "slips" or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect. [B2]	p122-123, Grammar ex3, 4, 6, 9 and 10; p123, Speaking ex11; p132-133, Grammar ex3-6 and 8
Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. [B2]	
Phonological control: Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur. [B1]	p13 Grammar ex8a and 8b; p16, Vocabulary ex2; p16, Listening ex6a and 6b; p26, Listening ex6; p38, Speaking ex4a and 4b; p41, Authentic listening skills ex3a and 3b; p44-45, Grammar ex6 and 11; p48, Listening ex6a and 6b; p53, Authentic listening skills ex3c; p60, Listening ex6a and 6b; p70, Listening ex6b and 6c; p75, Authentic listening skills ex3c; p79, Grammar ex5a, 5b, 5c; p82, Listening ex6; p89, Grammar ex7 and 8; p92, Listening ex6a and 6b; p97, Authentic listening skills, ex3b and 3c; p104, Vocabulary ex3a and 3b; p111, Grammar ex7; p114, Listening ex5a and 5b
Has a clear, natural, pronunciation and intonation. [B2]	p126, Listening ex4a and 4b; p133, Grammar ex7a and 7b; p136, Listening ex4
Orthographic control: Spelling, punctuation and layout are accurate enough to be followed most of the time. [B1]	p39, Writing ex7a, 7b and 7c

Sociolinguistic

Sociolinguistic appropriateness: Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register Is aware of the salient politeness conventions and acts appropriately Is aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own. [B1]	p26, Vocabulary ex3; p26, Listening ex5; p26, Speaking ex7; p27, Writing ex8-11; p67, Speaking ex10; p70, Vocabulary ex2, 3 and 4; p70, Speaking ex7
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Pragmatic

<p>Coherence:</p> <p>Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution. [B2]</p>	<p>p129, Authentic listening skills ex3a</p>
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Keynote Intermediate CEFR mapping

Framework level: B1-B2

Unit 1 Working life

Background (page 8)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	1

Key words (page 9)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES & INFERRING (Spoken & Written)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	2

Authentic listening skills (page 9)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES & INFERRING (Spoken & Written)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	3a, 3b
OVERALL LISTENING COMPREHENSION	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.	

1.1 A life lesson from a volunteer firefighter

TED Talks (pages 10-11)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	1, 2, 3, 4, 5
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.	
INFORMAL DISCUSSION (WITH FRIENDS)	Can follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly. Can give brief comments on the views of others.	

	Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc.	6
CONVERSATION	Can enter unprepared into conversations on familiar topics. Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	

Vocabulary in context (page 11)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES & INFERRING (Spoken & Written)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	7
VOCABULARY RANGE	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	7, 8

Critical thinking (page 11)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	9
INFORMAL DISCUSSION (WITH FRIENDS)	Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement and disagreement politely.	10

Presentation skills (page 11)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement and disagreement politely.	11
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	12
ADDRESSING AUDIENCES	Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.	13, 15
PLANNING	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and	14

	limiting the message to what he/she can recall or find the means to express.	
SUSTAINED MONOLOGUE: Describing Experience	Can give straightforward descriptions on a variety of familiar subjects within his field of interest. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions.	15

1.2 What makes a good job?

Grammar (pages 12-13)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement and disagreement politely.	1, 2
OVERALL LISTENING COMPREHENSION	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	3
GRAMMATICAL ACCURACY	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.	4, 5, 6, 7, 9 and 10
PHONOLOGICAL CONTROL	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	8a and 8b
OVERALL SPOKEN INTERACTION	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.	10

Speaking (page 13)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement and disagreement politely.	11

1.3 Have you got what it takes?

Reading (page 14)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES & INFERRING (Spoken & Written)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	1, 5

READING FOR ORIENTATION	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	2
READING FOR INFORMATION & ARGUMENT	Can identify the main conclusions in clearly signalled argumentative texts. Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.	3
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement and disagreement politely.	4

Vocabulary (pages 14-15)

COMPONENT	DESCRIPTOR	EXERCISE
READING FOR ORIENTATION	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	6
VOCABULARY RANGE	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	7

Speaking (page 15)

COMPONENT	DESCRIPTOR	EXERCISE
PLANNING	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	8
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement and disagreement politely.	9

1.4 What do you do?

Vocabulary (page 16)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	1

PHONOLOGICAL CONTROL	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	2
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Listening (page 16)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	3, 4, 5
PHONOLOGICAL CONTROL	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	6a, 6b

Speaking (page 16)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.	7
INTERVIEWING AND BEING INTERVIEWED	Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.	

Writing (page 17)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest.	8
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	9, 10
GRAMMATICAL ACCURACY	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.	11a, 11b
OVERALL WRITTEN INTERACTION	Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision.	12, 13

Unit 2 Trends

Background (page 18)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	1

Key words (page 18)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES & INFERRING (Spoken & Written)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	2

Authentic listening skills (page 18)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES & INFERRING (Spoken & Written)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	3a, 3b
OVERALL LISTENING COMPREHENSION	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.	

2.1 How to start a movement

TED Talks (pages 20-21)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	1, 2, 3, 4
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.	

Vocabulary in context (page 21)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES & INFERRING (Spoken & Written)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	5
VOCABULARY RANGE	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	5, 6

Critical thinking (page 21)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.	7, 8

	<p>Can give or seek personal views and opinions in discussing topics of interest.</p> <p>Can express belief, opinion, agreement and disagreement politely.</p>	
READING FOR INFORMATION & ARGUMENT	<p>Can identify the main conclusions in clearly signalled argumentative texts.</p> <p>Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.</p>	8

Presentation skills (page 21)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	<p>Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.</p> <p>Can give or seek personal views and opinions in discussing topics of interest.</p> <p>Can express belief, opinion, agreement and disagreement politely.</p>	9
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	10
ADDRESSING AUDIENCES	Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.	11, 13
PLANNING	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	12
SUSTAINED MONOLOGUE: Putting a Case (e.g. in a Debate)	Can briefly give reasons and explanations for opinions, plans and actions.	13

2.2 Who are you following?

Grammar (pages 22-23)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	<p>Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.</p> <p>Can give or seek personal views and opinions in discussing topics of interest.</p>	1
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	2
GRAMMATICAL ACCURACY	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.	3, 4, 5, 6, 7, 8, 9, 10

Speaking (page 23)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest.	11
CONVERSATION	Can enter unprepared into conversations on familiar topics. Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	

2.3 The next big thing

Reading (page 24)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement and disagreement politely.	1, 2
READING FOR INFORMATION AND ARGUMENT	Can identify the main conclusions in clearly signalled argumentative texts. Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.	3
READING FOR ORIENTATION	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	4, 5
VOCABULARY RANGE	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	6, 7

Vocabulary (page 24)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	8, 9, 10
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest.	9

Speaking (page 24)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest.	11
CONVERSATION	Can enter unprepared into conversations on familiar topics. Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	

2.4 How are you doing?

Vocabulary (page 26)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	1, 2, 3
SOCIOLINGUISTIC APPROPRIATENESS	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register Is aware of the salient politeness conventions and acts appropriately	3
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest.	3

Listening (page 26)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	4, 5
SOCIOLINGUISTIC APPROPRIATENESS	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register Is aware of the salient politeness conventions and acts appropriately	5
PHONOLOGICAL CONTROL	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	6

Speaking (page 26)

COMPONENT	DESCRIPTOR	EXERCISE
SOCIOLINGUISTIC APPROPRIATENESS	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register Is aware of the salient politeness conventions and acts appropriately	7
OVERALL SPOKEN INTERACTION	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem.	
GENERAL LINGUISTIC RANGE	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.	

Writing (page 27)

COMPONENT	DESCRIPTOR	EXERCISE
SOCIOLINGUISTIC APPROPRIATENESS	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register Is aware of the salient politeness conventions and acts appropriately	8, 9a, 9b, 10, 11
OVERALL WRITTEN INTERACTION	Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision.	10, 11, 12

Unit 3 Money

Background (page 31)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	1

Key words (page 31)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES & INFERRING (Spoken & Written)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	2

Authentic listening skills (page 31)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES & INFERRING (Spoken & Written)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	3a, 3b
OVERALL LISTENING COMPREHENSION	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.	

3.1 An escape from poverty

TED Talks (pages 32-33)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	1, 2, 3, 4, 5
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.	

Vocabulary in context (page 33)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES & INFERRING (Spoken & Written)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	6
VOCABULARY RANGE	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	6, 7

Critical thinking (page 33)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	8
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement and disagreement politely.	8, 9

READING FOR INFORMATION AND ARGUMENT	Can identify the main conclusions in clearly signalled argumentative texts. Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.	9
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Presentation skills (page 33)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement and disagreement politely.	10, 11
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	10
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.	11
ADDRESSING AUDIENCES	Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.	12, 13

3.2 The money in your pocket

Grammar (pages 34-35)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest.	1
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	2
LISTENING TO RADIO AUDIO & RECORDINGS	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.	3, 8
GRAMMATICAL ACCURACY	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.	4, 5, 6, 7, 9, 10

Speaking (page 35)

COMPONENT	DESCRIPTOR	EXERCISE
GRAMMATICAL ACCURACY	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.	11, 12
CONVERSATION	Can enter unprepared into conversations on familiar topics. Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	

3.3 How to manage your money

Reading (page 36)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest.	1, 2, 6
READING FOR INFORMATION & ARGUMENT	Can identify the main conclusions in clearly signalled argumentative texts. Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.	3
READING FOR ORIENTATION	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	4, 5

Vocabulary (page 36)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	7, 8, 9
OVERALL SPOKEN INTERACTION	Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	9

Speaking (page 36)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	<p>Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.</p> <p>Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.</p> <p>Can give or seek personal views and opinions in discussing topics of interest.</p>	10, 11

3.4 Have you got any change?

Listening (page 38)

COMPONENT	DESCRIPTOR	EXERCISE
GENERAL LINGUISTIC RANGE	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.	1
OVERALL LISTENING COMPREHENSION	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	2, 3

Speaking (pages 38-39)

COMPONENT	DESCRIPTOR	EXERCISE
PHONOLOGICAL CONTROL	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	4a, 4b
INFORMATION EXCHANGE	<p>Can find out and pass on straightforward factual information.</p> <p>Can ask for and follow detailed directions</p> <p>Can obtain more detailed information.</p>	5
CONVERSATION	<p>Can enter unprepared into conversations on familiar topics.</p> <p>Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.</p> <p>Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.</p>	

Writing (page 39)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	6

ORTHOGRAPHIC CONTROL	Spelling, punctuation and layout are accurate enough to be followed most of the time.	7a, 7b, 7c
REPORTS & ESSAYS	Can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions.	8, 9

Unit 4 Success

Background (page 41)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	1

Key words (page 41)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES & INFERRING (Spoken & Written)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	2

Authentic listening skills (page 41)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	3a, 3b
PHONOLOGICAL CONTROL	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.	

4.1 Don't eat the marshmallow!

TED Talks (page 42-43)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	1, 2, 3, 4
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.	

Vocabulary in context (page 43)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES & INFERRING (Spoken & Written)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	5
VOCABULARY RANGE	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	5, 6

Critical thinking (page 43)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	<p>Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.</p> <p>Can give or seek personal views and opinions in discussing topics of interest.</p> <p>Can express belief, opinion, agreement and disagreement politely.</p>	7, 8
READING FOR INFORMATION & ARGUMENT	<p>Can identify the main conclusions in clearly signalled argumentative texts.</p> <p>Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.</p>	8

Presentation skills (page 43)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	<p>Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.</p> <p>Can give or seek personal views and opinions in discussing topics of interest.</p> <p>Can express belief, opinion, agreement and disagreement politely.</p>	9
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	10
ADDRESSING AUDIENCES	Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.	11, 12
PLANNING	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	13
OVERALL SPOKEN PRODUCTION	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.	14

4.2 The road to success

Grammar (pages 44-45)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement and disagreement politely.	1
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	2, 8
GRAMMATICAL ACCURACY	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.	3, 4, 5, 7, 10, 12
PHONOLOGICAL CONTROL	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	6, 11
OVERALL LISTENING COMPREHENSION	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	9

Speaking (page 45)

COMPONENT	DESCRIPTOR	EXERCISE
SUSTAINED MONOLOGUE: Describing Experience	Can give straightforward descriptions on a variety of familiar subjects within his field of interest. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions.	13

4.3 I didn't do it for the money

Reading (page 46)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	1, 5
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement and disagreement politely.	1, 2

READING FOR INFORMATION AND ARGUMENT	Can identify the main conclusions in clearly signalled argumentative texts. Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.	3, 4
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Vocabulary (page 46)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	6, 7
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement and disagreement politely.	8

Speaking (page 47)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement and disagreement politely.	9, 10

4.4 Sorry, I did my best

Vocabulary (page 48)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	1, 2
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement and disagreement politely.	2

Listening (page 48)

COMPONENT	DESCRIPTOR	EXERCISE
UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.	3, 4
GENERAL LINGUISTIC RANGE	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.	5
PHONOLOGICAL CONTROL	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	6a, 6b

Speaking (page 48)

COMPONENT	DESCRIPTOR	EXERCISE
CONVERSATION	Can enter unprepared into conversations on familiar topics. Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	7
GENERAL LINGUISTIC RANGE	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.	

Writing (page 49)

COMPONENT	DESCRIPTOR	EXERCISE
READING CORRESPONDENCE	Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.	8, 9
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement and disagreement politely.	9
GRAMMATICAL ACCURACY	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.	10, 11

CORRESPONDENCE	Can write personal letters describing experiences, feelings and events in some detail.	12, 13
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Unit 5 Marketing

Background (page 53)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	1

Key words (page 53)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES & INFERRING (Spoken & Written)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	2

Authentic listening skills (page 53)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	3a, 3b
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.	
PHONOLOGICAL CONTROL	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	3c

5.1 3 ways to (usefully) lose control of your brand

TED Talks (pages 54-55)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	1, 2, 3, 4, 5
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.	
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement and disagreement politely.	2

Vocabulary in context (page 55)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES & INFERRING (Spoken & Written)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	5
VOCABULARY RANGE	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	5, 6

Critical thinking (page 55)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement and disagreement politely.	8, 9
READING FOR INFORMATION & ARGUMENT	Can identify the main conclusions in clearly signalled argumentative texts. Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.	10

Presentation skills (page 55)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement and disagreement politely.	11, 14
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	12
ADDRESSING AUDIENCES	Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.	13, 15
PLANNING	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	14

5.2 What are you looking for?

Grammar (pages 56-57)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement and disagreement politely.	1, 6, 8, 10
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	2, 3, 7
GRAMMATICAL ACCURACY	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.	4, 5, 7, 9

Speaking (page 57)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement and disagreement politely.	11, 12
INFORMATION EXCHANGE	Can find out and pass on straightforward factual information. Can ask for and follow detailed directions Can obtain more detailed information.	11

5.3 Help is out there

Reading (page 58)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement and disagreement politely.	1, 5
READING FOR ORIENTATION	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	2
READING FOR INFORMATION AND ARGUMENT	Can identify the main conclusions in clearly signalled argumentative texts.	3, 4

Vocabulary (page 58)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	6, 8
INFORMAL DISCUSSION (WITH FRIENDS)	<p>Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.</p> <p>Can give or seek personal views and opinions in discussing topics of interest.</p> <p>Can express belief, opinion, agreement and disagreement politely.</p>	7

Speaking (page 59)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	<p>Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.</p> <p>Can give or seek personal views and opinions in discussing topics of interest.</p> <p>Can express belief, opinion, agreement and disagreement politely.</p>	9
CONVERSATION	<p>Can enter unprepared into conversations on familiar topics.</p> <p>Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.</p> <p>Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.</p>	

5.4 What do you think of it?

Listening (page 60)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	1, 2
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.	2
UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.	3, 4, 5
PHONOLOGICAL CONTROL	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	6a, 6b

Speaking (page 61)

COMPONENT	DESCRIPTOR	EXERCISE
CONVERSATION	Can enter unprepared into conversations on familiar topics. Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	7
GENERAL LINGUISTIC RANGE	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.	

Writing (page 61)

COMPONENT	DESCRIPTOR	EXERCISE
READING FOR INFORMATION AND ARGUMENT	Can identify the main conclusions in clearly signalled argumentative texts. Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.	8, 9a
OVERALL WRITTEN PRODUCTION	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.	9b, 9c, 10, 11
REPORTS AND ESSAYS	Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his field with some confidence.	10, 11

Unit 6 Communication

Background (page 62)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	1

Key words (page 63)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES & INFERRING (Spoken & Written)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	2

Authentic listening skills (page 63)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	3a, 3b
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.	

6.1 Talk nerdy to me

TED talks (pages 64-65)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	1, 2, 3, 4
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.	
INFORMAL DISCUSSION (WITH FRIENDS)	Can follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly. Can give brief comments on the views of others. Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc.	1

Vocabulary in context (page 65)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES & INFERRING (Spoken & Written)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	5, 6
VOCABULARY RANGE	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	

Critical thinking (page 65)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement and disagreement politely.	7, 8, 9

READING FOR INFORMATION & ARGUMENT	Can identify the main conclusions in clearly signalled argumentative texts. Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.	8
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Presentation skills (page 65)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement and disagreement politely.	10, 11
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	11
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.	12
PLANNING	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	13
SUSTAINED MONOLOGUE: Describing Experience	Can give straightforward descriptions on a variety of familiar subjects within his field of interest. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions.	14
ADDRESSING AUDIENCES	Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.	

6.2 How do you communicate?

Grammar (pages 66-67)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement and disagreement politely.	1, 2, 4
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	3
GRAMMATICAL ACCURACY	Communicates with reasonable accuracy in familiar contexts;	

	generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.	5, 6, 7, 8, 9
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Speaking (page 67)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement and disagreement politely.	10
SOCIOLINGUISTIC APPROPRIATENESS	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register Is aware of the salient politeness conventions and acts appropriately	

6.3 Good communication

Reading (page 68)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement and disagreement politely.	1, 5
READING FOR INFORMATION & ARGUMENT	Can identify the main conclusions in clearly signalled argumentative texts. Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.	2
READING FOR ORIENTATION	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	3, 4

Vocabulary (page 68)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	6, 7, 8
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can express belief, opinion, agreement and disagreement politely.	8

Speaking (page 69)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	<p>Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.</p> <p>Can give or seek personal views and opinions in discussing topics of interest.</p> <p>Can express belief, opinion, agreement and disagreement politely.</p>	9, 10
CONVERSATION	<p>Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling.</p> <p>Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).</p>	

6.4 Is it your first time here?

Vocabulary (page 70)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	<p>Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.</p> <p>Can give or seek personal views and opinions in discussing topics of interest.</p> <p>Can express belief, opinion, agreement and disagreement politely.</p>	1, 2
GENERAL LINGUISTIC RANGE	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.	3, 4
SOCIOLINGUISTIC APPROPRIATENESS	<p>Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register</p> <p>Is aware of the salient politeness conventions and acts appropriately</p>	2, 3, 4

Listening (page 70)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	5, 6b
GENERAL LINGUISTIC RANGE	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and	5, 6a

	interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.	
PHONOLOGICAL CONTROL	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	6b, 6c

Speaking (page 70)

COMPONENT	DESCRIPTOR	EXERCISE
CONVERSATION	Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	7
GENERAL LINGUISTIC RANGE	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.	
SOCIOLINGUISTIC APPROPRIATENESS	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register Is aware of the salient politeness conventions and acts appropriately	

Writing (page 71)

COMPONENT	DESCRIPTOR	EXERCISE
READING CORRESPONDENCE	Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.	8, 9a
GENERAL LINGUISTIC RANGE	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.	9a, 9b
OVERALL WRITTEN INTERACTION	Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important	10, 11, 12

Unit 7 Experience

Background (page 75)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	1
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement and disagreement politely.	

Key words (page 75)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES & INFERRING (Spoken & Written)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	2

Authentic listening skills (page 75)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.	3a, 3b
PHONOLOGICAL CONTROL	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	3c

7.1 What I've learned from autistic brothers

TED Talks (pages 76-77)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	1, 2, 3, 4
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.	
VOCABULARY RANGE	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	1
INFORMAL DISCUSSION (WITH FRIENDS)	Can follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly.	5

	Can give brief comments on the views of others. Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc.	
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Vocabulary in context (page 77)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES & INFERRING (Spoken & Written)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	6
VOCABULARY RANGE	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	6, 7

Critical thinking (page 77)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.	8
READING FOR INFORMATION & ARGUMENT	Can identify the main conclusions in clearly signalled argumentative texts. Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.	9
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement and disagreement politely.	10

Presentation skills (page 77)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	11
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement and disagreement politely.	
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech	12
ADDRESSING AUDIENCES	Can give a prepared straightforward presentation on a	

	familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.	13
PROCESSING TEXT	Can paraphrase short written passages in a simple fashion, using the original text wording and ordering.	

7.2 What have you learned?

Grammar (pages 78-79)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	1
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement and disagreement politely.	2
GRAMMATICAL ACCURACY	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.	3, 4, 6, 7, 8
PHONOLOGICAL CONTROL	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	5a, 5b, 5c
CONVERSATION	Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	8

Speaking (page 79)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement and disagreement politely.	9, 10
OVERALL SPOKEN INTERACTION	Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	

7.3 Encouraging diversity

Reading (page 80)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement and disagreement politely.	1, 2, 6
READING FOR ORIENTATION	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	2
READING FOR INFORMATION AND ARGUMENT	Can identify the main conclusions in clearly signalled argumentative texts. Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.	3
IDENTIFYING CUES & INFERRING (Spoken & Written)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	4
VOCABULARY RANGE	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	4, 5

Vocabulary (page 80)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	7, 8
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement and disagreement politely.	

Speaking (page 80)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where	

	to go, what to do, how to organise an event (e.g. an outing). Can express belief, opinion, agreement and disagreement politely.	9, 10
GOAL-ORIENTED CO-OPERATION	Can generally follow what is said and, when necessary, can repeat back part of what someone has said to confirm mutual understanding. Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations. Can invite others to give their views on how to proceed.	

7.4 I love a challenge

Listening (page 82)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e.g. an outing). Can express belief, opinion, agreement and disagreement politely.	1, 5
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	2
UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.	3, 4
PHONOLOGICAL CONTROL	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	6

Speaking (page 82)

COMPONENT	DESCRIPTOR	EXERCISE
INTERVIEWING AND BEING INTERVIEWED	Can provide concrete information required in an interview/consultation (e.g. describe symptoms to a doctor) but does so with limited precision. Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended.	7
OVERALL SPOKEN INTERACTION	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem.	

Writing (page 83)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	8, 9
GRAMMATICAL ACCURACY	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.	10
OVERALL WRITTEN PRODUCTION	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.	11, 12, 13

Unit 8 Seeing the future

Background (page 84)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	1
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement and disagreement politely.	

Key words (page 85)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES & INFERRING (Spoken & Written)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	2

Authentic listening skills (page 85)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	3a, 3b
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.	

8.1 A skateboard, with a boost

TED talks (pages 86-87)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	2, 3, 4, 5, 6
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.	
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement and disagreement politely.	1, 3, 5

Vocabulary in context (page 87)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES & INFERRING (Spoken & Written)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	7
VOCABULARY RANGE	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	7, 8

Critical thinking (page 87)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement and disagreement politely.	9, 10, 11
READING FOR INFORMATION AND ARGUMENT	Can identify the main conclusions in clearly signalled argumentative texts. Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.	10

Presentation skills (page 87)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	<p>Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.</p> <p>Can give or seek personal views and opinions in discussing topics of interest.</p> <p>Can express belief, opinion, agreement and disagreement politely.</p>	12, 13
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	13
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech	14
PLANNING	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	15
ADDRESSING AUDIENCES	Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.	16

8.2 The future of transport

Grammar (pages 88-89)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	<p>Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.</p> <p>Can give or seek personal views and opinions in discussing topics of interest.</p> <p>Can express belief, opinion, agreement and disagreement politely.</p>	1, 2, 5, 8
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	3, 5
GRAMMATICAL ACCURACY	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.	4, 5, 6, 8, 11, 12
PHONOLOGICAL CONTROL	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	7, 8
OVERALL LISTENING COMPREHENSION	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	9, 10

Speaking (page 89)

COMPONENT	DESCRIPTOR	EXERCISE
GOAL-ORIENTED CO-OPERATION	Can generally follow what is said and, when necessary, can repeat back part of what someone has said to confirm mutual understanding. Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations. Can invite others to give their views on how to proceed.	13
OVERALL SPOKEN PRODUCTION	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.	13, 14

8.3 This might be the answer

Reading (page 90)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement and disagreement politely.	1, 2, 5
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	2
READING FOR ORIENTATION	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	3
IDENTIFYING CUES & INFERRING (Spoken and written)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	4

Vocabulary (page 90)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	6, 7, 8
OVERALL SPOKEN PRODUCTION	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.	8

Speaking (page 91)

COMPONENT	DESCRIPTOR	EXERCISE
GOAL-ORIENTED CO-OPERATION (e.g. Repairing a car, discussing a document, organising an event)	<p>Can generally follow what is said and, when necessary, can repeat back part of what someone has said to confirm mutual understanding.</p> <p>Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.</p> <p>Can invite others to give their views on how to proceed</p>	9
INFORMAL DISCUSSION (WITH FRIENDS)	<p>Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.</p> <p>Can give or seek personal views and opinions in discussing topics of interest.</p> <p>Can express belief, opinion, agreement and disagreement politely.</p>	10

8.4 Speak after the tone

Listening (page 92)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	1
INFORMAL DISCUSSION (WITH FRIENDS)	<p>Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.</p> <p>Can give or seek personal views and opinions in discussing topics of interest.</p> <p>Can express belief, opinion, agreement and disagreement politely.</p>	2, 4
OVERALL LISTENING COMPREHENSION	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.	3, 5
GENERAL LINGUISTIC RANGE	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.	5
PHONOLOGICAL CONTROL	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	6a, 6b

Speaking (page 92)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN PRODUCTION	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.	

GENERAL LINGUISTIC RANGE	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.	7
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Writing (page 93)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	8, 11
VOCABULARY RANGE	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	9
GRAMMATICAL ACCURACY	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.	10a, 10b
OVERALL WRITTEN INTERACTION	Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision.	12, 13

Unit 9 Being effective

Background (page 96)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	1
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement and disagreement politely.	

Key words (page 97)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES & INFERRING (Spoken & Written)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	2

Authentic listening skills (page 97)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.	3a
PHONOLOGICAL CONTROL	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	3b, 3c

9.1 How to tie your shoes

TED talks (page 98)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	1, 2, 3, 4, 5
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.	
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement and disagreement politely.	1

Vocabulary in context (page 99)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES & INFERRING (Spoken & Written)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	6
VOCABULARY RANGE	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	6, 7

Critical thinking (page 99)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest.	8, 9, 10

	Can express belief, opinion, agreement and disagreement politely.	
READING FOR INFORMATION AND ARGUMENT	Can identify the main conclusions in clearly signalled argumentative texts. Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.	9

Presentation skills (page 99)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement and disagreement politely.	11
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	12
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.	13
PLANNING	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	14
ADDRESSING AUDIENCES	Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.	15

9.2 You'll find it useful

Grammar (pages 100-101)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement and disagreement politely.	1, 5, 7, 10
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	2
GRAMMATICAL ACCURACY	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.	3, 4, 6, 7, 8, 9, 10

Speaking (page 101)

COMPONENT	DESCRIPTOR	EXERCISE
GRAMMATICAL ACCURACY	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.	11, 12
GOAL-ORIENTED CO-OPERATION (e.g. Repairing a car, discussing a document, organising an event)	Can follow what is said, though he/she may occasionally has to ask for repetition or clarification if the other people's talk is rapid or extended. Can explain why something is a problem, discuss what to do next, compare and contrast alternatives. Can give brief comments on the views of others.	
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement and disagreement politely.	

9.3 Small details matter

Reading (page 102)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement and disagreement politely.	1, 5
READING FOR ORIENTATION	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	2
READING FOR INFORMATION AND ARGUMENT	Can identify the main conclusions in clearly signalled argumentative texts. Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.	3
IDENTIFYING CUES & INFERRING (Spoken and written)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	4

Vocabulary (page 102)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	7, 6, 8

INFORMAL DISCUSSION (WITH FRIENDS)	<p>Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.</p> <p>Can give or seek personal views and opinions in discussing topics of interest.</p> <p>Can express belief, opinion, agreement and disagreement politely.</p>	6
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Speaking (page 102)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	<p>Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.</p> <p>Can give or seek personal views and opinions in discussing topics of interest.</p> <p>Can express belief, opinion, agreement and disagreement politely.</p>	9, 10
CONVERSATION	<p>Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.</p> <p>Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.</p>	

9.4 Here's a trick that works

Vocabulary (page 104)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	1, 2, 4
PHONOLOGICAL CONTROL	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	3a, 3b

Listening (page 104)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	5
INFORMAL DISCUSSION (WITH FRIENDS)	<p>Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.</p> <p>Can give or seek personal views and opinions in discussing topics of interest.</p> <p>Can express belief, opinion, agreement and disagreement politely.</p>	

LISTENING TO ANNOUNCEMENTS & INSTRUCTIONS	Can understand simple technical information, such as operating instructions for everyday equipment. Can follow detailed directions.	6, 7
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Speaking (page 105)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMATION EXCHANGE	Can describe how to do something, giving detailed instructions.	8, 9
GENERAL LINGUISTIC RANGE	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.	

Writing (page 105)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension	10, 11
GRAMMATICAL ACCURACY	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.	12a, 12b
OVERALL WRITTEN INTERACTION	Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important	13, 14

Unit 10 The environment

Background (page 107)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	1
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement and disagreement politely.	

Key words (page 107)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES & INFERRING (Spoken & Written)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	2, 3

Authentic listening skills (page 107)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	3a, 3b
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.	
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement and disagreement politely.	

10.1 How we can eat our landscapes

TED Talks (pages 108-109)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	1, 2, 3, 4, 5
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.	

Vocabulary in context (page 109)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES & INFERRING (Spoken & Written)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	6, 7
VOCABULARY RANGE	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard	7

	<p>dialect.</p> <p>Can give or seek personal views and opinions in discussing topics of interest.</p> <p>Can express belief, opinion, agreement and disagreement politely.</p>	
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Critical thinking (page 109)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.	8
INFORMAL DISCUSSION (WITH FRIENDS)	<p>Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.</p> <p>Can give or seek personal views and opinions in discussing topics of interest.</p> <p>Can express belief, opinion, agreement and disagreement politely.</p>	9
READING FOR INFORMATION AND ARGUMENT	<p>Can identify the main conclusions in clearly signalled argumentative texts.</p> <p>Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.</p>	10, 11

Presentation skills (page 109)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	<p>Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.</p> <p>Can give or seek personal views and opinions in discussing topics of interest.</p> <p>Can express belief, opinion, agreement and disagreement politely.</p>	12, 15
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	13
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.	14
PLANNING	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	15
ADDRESSING AUDIENCES	Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.	16

10.2 A big sum of small actions

Grammar (pages 110-111)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement and disagreement politely.	1, 4
OVERALL READING COMPREHENSION	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	2
OVERALL LISTENING COMPREHENSION	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	3
GRAMMATICAL ACCURACY	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.	5, 6, 8, 9
PHONOLOGICAL CONTROL	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	7

Speaking (page 111)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem.	10, 11, 12
GRAMMATICAL ACCURACY	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.	12

10.3 Running out of time

Reading (page 112)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement and disagreement politely.	1, 2

IDENTIFYING CUES & INFERRING (Spoken and written)	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	1, 5
READING FOR ORIENTATION	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	3
READING FOR INFORMATION AND ARGUMENT	Can identify the main conclusions in clearly signalled argumentative texts. Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.	4

Vocabulary (page 112)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	6, 7, 8, 9
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement and disagreement politely.	9

Speaking and writing (page 113)

COMPONENT	DESCRIPTOR	EXERCISE
READING FOR INFORMATION AND ARGUMENT	Can identify the main conclusions in clearly signalled argumentative texts. Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.	10
OVERALL WRITTEN PRODUCTION	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.	
INFORMAL DISCUSSION (WITH FRIENDS)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement and disagreement politely.	11

10.4 Can you explain?

Vocabulary (page 114)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life	

	such as family, hobbies and interests, work, travel, and current events.	1, 2
INFORMAL DISCUSSION (WITH FRIENDS)	<p>Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.</p> <p>Can give or seek personal views and opinions in discussing topics of interest.</p> <p>Can express belief, opinion, agreement and disagreement politely.</p>	

Listening (page 114)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	<p>Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.</p> <p>Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.</p>	3, 4
PHONOLOGICAL CONTROL	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	5a, 5b
CONVERSATION	<p>Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.</p> <p>Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.</p> <p>Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.</p>	5b

Speaking (page 114)

COMPONENT	DESCRIPTOR	EXERCISE
TRANSACTIONS TO OBTAIN GOODS & SERVICES	Can deal with most transactions likely to arise whilst travelling, arranging travel or accommodation, or dealing with authorities during a foreign visit.	6
GENERAL LINGUISTIC RANGE	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.	

Writing (page 115)

COMPONENT	DESCRIPTOR	EXERCISE
READING CORRESPONDENCE	Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.	7, 8, 9

INFORMAL DISCUSSION (WITH FRIENDS)	<p>Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.</p> <p>Can give or seek personal views and opinions in discussing topics of interest.</p> <p>Can express belief, opinion, agreement and disagreement politely.</p>	7, 8, 10a
GENERAL LINGUISTIC RANGE	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.	10b
CORRESPONDENCE	Can write personal letters describing experiences, feelings and events in some detail.	11, 12

Unit 11 Leaders and thinkers

Background (page 118)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms. [B2]	1
INFORMAL DISCUSSION (WITH FRIENDS)	<p>Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.</p> <p>Can with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.</p> <p>Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]</p>	

Key words (page 119)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES & INFERRING (Spoken & Written)	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues. [B2]	2

Authentic listening skills (page 119)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse	

	structure and/or idiomatic usage influence the ability to understand. Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers. [B2]	3a, 3b
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex. [B2]	

11.1 Life at 30,000 feet

TED Talks (pages 120-121)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand. Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers. [B2]	1, 2, 3, 4, 5
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex. [B2]	

Vocabulary in context (page 121)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES & INFERRING (Spoken & Written)	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues. [B2]	6, 7
VOCABULARY RANGE	Has a good range of vocabulary for matters connected to his field and most general topics? Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	
INFORMAL DISCUSSION (WITH FRIENDS)	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. Can with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way. Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	

Critical thinking (page 121)

COMPONENT	DESCRIPTOR	EXERCISE
READING FOR INFORMATION AND ARGUMENT	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. [B2]	8, 10
INFORMAL DISCUSSION (WITH FRIENDS)	<p>Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.</p> <p>Can with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.</p> <p>Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]</p>	8
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex. [B2]	9

Presentation skills (page 121)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	<p>Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.</p> <p>Can with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.</p> <p>Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]</p>	11, 14
OVERALL READING COMPREHENSION	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms. [B2]	12
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex. [B2]	13
ADDRESSING AUDIENCES	Can take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience. [B2]	14, 15

11.2 Who are the CEOs?

Grammar (pages 122-123)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms. [B2]	1
OVERALL LISTENING COMPREHENSION	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand. Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers. [B2]	2, 8
GRAMMATICAL ACCURACY	Good grammatical control. Occasional "slips" or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect. Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. [B2]	3, 4, 6, 9, 10
INFORMAL DISCUSSION (WITH FRIENDS)	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. Can with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way. Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	5, 6, 7

Speaking (page 123)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. Can with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way. Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	11
GRAMMATICAL ACCURACY	Good grammatical control. Occasional "slips" or non-systematic errors and minor flaws in sentence structure may	

	<p>still occur, but they are rare and can often be corrected in retrospect.</p> <p>Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. [B2]</p>	
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11.3 Famous quotes

Reading (page 124)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	<p>Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.</p> <p>Can with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.</p> <p>Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]</p>	1, 3, 6
READING FOR ORIENTATION	Can scan quickly through long and complex texts, locating relevant details.	2
READING FOR INFORMATION AND ARGUMENT	<p>Can obtain information, ideas and opinions from highly specialised sources within his/her field.</p> <p>Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.</p> <p>Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. [B2]</p>	4
IDENTIFYING CUES & INFERRING (Spoken and written)	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues. [B2]	5

Vocabulary (page 124)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES & INFERRING (Spoken and written)	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues. [B2]	7, 8
VOCABULARY RANGE	Has a good range of vocabulary for matters connected to his field and most general topics? Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	

Speaking (page 124)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	9, 10

	<p>Can with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.</p> <p>Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]</p>	
OVERALL WRITTEN INTERACTION	Can express news and views effectively in writing, and relate to those of others. [B2]	9

11.4 How did it happen?

Listening (page 126)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good range of vocabulary for matters connected to his field and most general topics? Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	1
OVERALL READING COMPREHENSION	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms. [B2]	2
OVERALL LISTENING COMPREHENSION	<p>Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.</p> <p>Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation.</p> <p>Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers. [B2]</p>	2, 3
PHONOLOGICAL CONTROL	Has a clear, natural, pronunciation and intonation. [B2]	4a, 4b

Speaking (page 126)

COMPONENT	DESCRIPTOR	EXERCISE
GOAL-ORIENTED CO-OPERATION (e.g. Repairing a car, discussing a document, organising an event)	Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches. [B2]	5, 6
GENERAL LINGUISTIC RANGE	Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so. [B2]	

Writing (page 127)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	<p>Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.</p> <p>Can with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.</p> <p>Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]</p>	7, 11
OVERALL READING COMPREHENSION	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms. [B2]	8, 9, 10, 11
OVERALL WRITTEN INTERACTION	Can express news and views effectively in writing, and relate to those of others. [B2]	10, 11, 12, 13

Unit 12 Well-being

Background (page 129)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms. [B2]	1
INFORMAL DISCUSSION (WITH FRIENDS)	<p>Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.</p> <p>Can with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.</p> <p>Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]</p>	

Key words (page 129)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES & INFERRING (Spoken & Written)	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues. [B2]	2

Authentic listening skills (page 129)

COMPONENT	DESCRIPTOR	EXERCISE
COHERENCE	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution. [B2]	3a
OVERALL LISTENING COMPREHENSION	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand. Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers. [B2]	3b, 3c
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex. [B2]	

12.1 How to succeed? Get more sleep

TED Talks (pages 130-131)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL LISTENING COMPREHENSION	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand. Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers. [B2]	1, 2, 3, 4
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex. [B2]	

Vocabulary in context (page 131)

COMPONENT	DESCRIPTOR	EXERCISE
IDENTIFYING CUES & INFERRING (Spoken & Written)	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues. [B2]	5, 6
VOCABULARY RANGE	Has a good range of vocabulary for matters connected to his field and most general topics? Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	
INFORMAL DISCUSSION (WITH FRIENDS)	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. Can with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate	

	effectively in discussion with several native speakers who do not modify their language in any way. Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	
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Critical thinking (page 131)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. Can with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way. Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	7
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex. [B2]	
READING FOR INFORMATION AND ARGUMENT	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. [B2]	8

Presentation skills (page 131)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. Can with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way. Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	9, 12
OVERALL READING COMPREHENSION	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms. [B2]	10
LISTENING AS A MEMBER OF A LIVE AUDIENCE	Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex. [B2]	11, 12
PLANNING	Can plan what is to be said and the means to say it, considering the effect on the recipient/s. [B2]	13

SUSTAINED MONOLOGUE: Describing Experience	Can give clear, detailed descriptions on a wide range of subjects related to his field of interest. [B2]	14
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12.2 If you walked every day ...

Grammar (pages 132-133)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSIONS (WITH FRIENDS)	<p>Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.</p> <p>Can with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.</p> <p>Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]</p>	1
OVERALL READING COMPREHENSION	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms. [B2]	2
GRAMMATICAL ACCURACY	<p>Good grammatical control. Occasional "slips" or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.</p> <p>Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. [B2]</p>	3, 4, 5, 6, 8
PHONOLOGICAL CONTROL	Has a clear, natural, pronunciation and intonation. [B2]	7a, 7b

Speaking (page 133)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	<p>Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.</p> <p>Can with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.</p> <p>Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]</p>	9

12.3 Tell me what's good for me

Reading (page 134)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	<p>Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.</p> <p>Can with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.</p> <p>Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]</p>	1, 2, 6
READING FOR ORIENTATION	Can scan quickly through long and complex texts, locating relevant details.	3
READING FOR INFORMATION AND ARGUMENT	<p>Can obtain information, ideas and opinions from highly specialised sources within his/her field.</p> <p>Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.</p> <p>Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. [B2]</p>	4
IDENTIFYING CUES & INFERRING (Spoken and written)	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues. [B2]	5

Vocabulary (page 134)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good range of vocabulary for matters connected to his field and most general topics? Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	7, 8

Speaking (page 135)

COMPONENT	DESCRIPTOR	EXERCISE
GOAL-ORIENTED CO-OPERATION (e.g. Repairing a car, discussing a document, organising an event)	<p>Can help along the progress of the work by inviting others to join in, say what they think etc.</p> <p>Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches. [B2]</p>	9

12.4 What are the options?

Listening (page 136)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	<p>Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.</p> <p>Can with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.</p> <p>Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]</p>	1
OVERALL LISTENING COMPREHENSION	<p>Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.</p> <p>Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation.</p> <p>Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers. [B2]</p>	2, 3
PHONOLOGICAL CONTROL	Has a clear, natural, pronunciation and intonation. [B2]	4

Speaking (page 136)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSION (WITH FRIENDS)	<p>Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.</p> <p>Can with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.</p> <p>Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]</p>	5
GENERAL LINGUISTIC RANGE	Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so. [B2]	

Writing (page 137)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL READING COMPREHENSION	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms. [B2]	6, 7, 8
INFORMAL DISCUSSION (WITH FRIENDS)	<p>Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.</p> <p>Can with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.</p> <p>Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]</p>	7
OVERALL WRITTEN INTERACTION	Can express news and views effectively in writing, and relate to those of others. [B2]	9, 10