

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 Upper Intermediate CEFR overview

Framework level: B2

Communicative activities

Reception Spoken

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.	p9, Authentic listening skills ex3b; p10, TED Talks ex1, 2 and 3; p12, Grammar ex3; p19, Authentic listening skills ex3a, 3b and 3c; p20-21, TED Talks ex1-4; p23, Listening ex7 and 8; p31, Authentic listening skills ex3a and 3b; p32-33, TED Talks, ex1-4; p35, Grammar ex6; p38, Listening ex3 and 4; p41, Authentic listening skills ex3a and 3b; p42, TED Talks ex1-4; p45, Grammar ex7 and 8; p53, Authentic listening skills ex3a and 3b; p54, TED Talks ex1-4; p56, Grammar ex3 and 4; p63, Authentic listening skills ex3a and 3b; p64-65, TED Talks ex1, 2 and 3; p66-67, Grammar ex3 and 4; p75, Authentic listening skills ex3a and 3b; p76-77, TED Talks ex1-4; p85, Authentic listening skills ex3a and 3b; p86-87, TED Talks, ex1-4; p97, Authentic listening skills ex3a, 3b, 3c; p98-99, TED Talks ex1-4; p100, Grammar ex2 and 3; p107, Authentic listening skills ex3a and 3b; p108-109, TED Talks ex1-4; p111, Listening and speaking, ex7 and 8; p119, Authentic listening skills ex3a and 3b; p120-121, TED Talks ex1-4; p130-131, TED Talks ex1-5; p132, Grammar ex2
Understanding interaction between native speakers: Can keep up with an animated conversation between native speakers.	p16, Listening ex3 and 5; p26, Listening ex2 and 3; p48, Listening ex2 and 3; p70, Listening ex2 and 3; p82, Listening ex3 and 4; p92, Listening ex2 and 3; p104, Listening ex2 and 3; p114, Listening ex2 and 3; p126, Listening ex2 and 3; p136, Listening ex1 and 2
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.	p9, Authentic listening skills ex3b; p10, TED Talks ex1, 2 and 3; p11, Presentation skills ex9; p19, Authentic listening skills ex3a, 3b and 3c; p20-21, TED Talks ex1-4; p21, Presentation skills ex11; p31, Authentic listening skills ex3a and 3b; p32-33, TED Talks, ex1-4; p33, Critical thinking ex8; p33, Presentation skills ex10; p41, Authentic listening skills ex3a and 3b; p42, TED Talks ex1-4; p43, Presentation skills ex10 and 11; p53, Authentic listening skills ex3a and 3b; p54, TED Talks ex1-4; p55, Critical thinking ex8; p55, Presentation skills ex10; p63, Authentic listening skills ex3a and 3b; p64-65, TED Talks ex1, 2 and 3; p65, Presentation skills ex9; p75, Authentic listening skills ex3a and 3b; p76-77, TED Talks ex1-4; p77, Presentation skills ex10 and 11; p85, Authentic listening skills ex3a and 3b; p86-87, TED Talks, ex1-4; p87, Presentation skills ex10; p97, Authentic listening skills ex3a, 3b, 3c; p98-99, TED Talks ex1-4; p99, Critical thinking ex8; p99, Presentation ex10; p107, Authentic listening skills ex3a and 3b; p108-109, TED Talks ex1-4; p109, Critical thinking ex8; p109, Presentation skills ex10; p119, Authentic listening skills ex3a and 3b; p120-121, TED Talks ex1-4; p121, Critical thinking ex8; p121, Presentation skills ex10; p130-131, TED Talks ex1-5; p131, Presentation skills ex10
Listening to radio and audio recordings: Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone etc.	p60, Listening ex2, 3 and 4; p89, Listening ex8

Reception Written

Overall reading comprehension: Can read with a large degree of independence, adapting style and speed of reading to different texts and	p9, Background ex1; p11, Critical thinking ex8; p11, Presentation skills ex9; p13, Speaking ex10; p17, Writing ex9 and 13; p19, Background ex1; p21, Presentation skills ex11; p22, Grammar ex3 and 4; p24, Reading ex3; p27, Writing ex6; p30, Background ex 1; p33, Presentation skills ex10; p34, Grammar ex1 and 2; p38,
---	--

purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	Listening ex2; p39, Writing ex9; p40, Background ex1; p43, Critical thinking ex9; p43, Presentation skills ex10; p48, Listening ex1; p49, Writing ex7 and 8; p52, Background ex1; p55, Critical thinking ex9; p55, Presentation skills ex10; p57, Grammar ex6; p61, Speaking ex6; p61, Writing ex8 and 10a; p62, Background ex1; p65, Presentation skills ex9; p71, Writing ex6 and 9; p75, Background ex1; p77, Presentation skills ex10; p79, Grammar ex5; p83, Writing ex7, 8 and 9a; p85, Background ex1; p87, Presentation skills ex10; p93, Writing ex6; p97, Background ex1; p99, Presentation ex10; p105, Writing ex6; p106, Background ex1; p109, Presentation skills ex10; p111, Grammar ex4 and 5; p115, Writing ex6; p118, Background ex1; p121, Critical thinking ex9; p121, Presentation skills ex10; p122-123, Grammar ex2, 4 and 7; p127, Writing ex7; p131, Critical thinking ex9; p131, Presentation skills ex10; p133, Grammar ex4 and 5; p137, Writing ex5 and 6
Reading for orientation: 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.	p14, Reading ex2 and 3; p22, Grammar ex2; p24, Reading ex2; p36, Reading ex3; p46, Reading ex3; p58, Reading ex4; p68, Reading ex3; p80, Reading ex2; p90, Reading ex2; p102, Reading ex2; p112, Reading ex2; p124, Reading ex2 and 3; p134, Reading ex2
Reading for information and argument: Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	p14, Reading ex4 and 5; p21, Critical thinking ex8; p33, Critical thinking ex9; p36, Reading ex4; p46, Reading ex4; p58, Reading ex5; p65, Critical thinking ex8; p68, Reading ex4; p77, Critical thinking ex8; p80, Reading ex3; p87, Critical thinking ex8; p90, Reading ex3; p99, Critical thinking ex9; p102, Reading ex3; p112, Reading ex3, p124, Reading ex4; p134, Reading ex3

Interaction Spoken

Overall spoken interaction: Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	p13, Speaking ex11; p23, Listening ex11; p35, Grammar ex5 and 7; p39, Speaking ex8; p103, Speaking ex9, 10 and 11; p105, Speaking ex5; p113, Speaking ex9 and 10; p115, Speaking ex5; p125, Speaking ex10 and 11; p134, Speaking ex8 and 9
Conversation: Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. Can convey degrees of emotion and highlight the personal significance of events and experiences.	p17, Speaking ex7 and 8; p27, Speaking ex5; p57, Speaking ex8 and 9; p89, Speaking ex9 and 10; p93, Speaking ex5; p111, Listening and speaking, ex10; p127, Speaking ex6
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.	p9, Background ex1; p11, TED Talks ex4; p11, Critical thinking ex7; p11, Presentation skills ex10 and 11; p12, Grammar ex1; p14, Reading ex1 and 6; p14, Speaking ex9; p16, Listening ex1 and 2; p17, Writing ex9 and 13; p19, Background ex1; p21, TED Talks ex5; p21, Vocabulary in context ex7; p21, Critical thinking ex9; p21, Presentation skills ex12; p22, Grammar ex1 and 3; p23, Speaking ex12; p24, Reading ex1 and 5; p24, Speaking ex8; p26, Listening ex1; p30, Background ex 1; p31, Authentic listening skills ex3a; p33, TED Talks, ex5; p33, Critical thinking ex9; p33, Presentation skills ex11; p35, Speaking ex8 and 9; p36, Reading ex1, 2, 6

Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	and 7; p37, Speaking ex10; p38, Listening ex1 and 2; p40, Background ex1; p42, TED Talks ex5; p43, Critical thinking ex8 and 9; p43, Presentation skills ex13 and 14; p44-45, Grammar ex1 and 6; p45, Speaking ex12; p46, Reading ex1 and 6; p46, Speaking ex10; p48, Listening ex2; p54, TED Talks ex5; p55, Critical thinking ex9; p56, Grammar ex1 and 2; p58, Reading ex3 and 7; p58, Vocabulary ex9; p61, Speaking ex7; p62, Background ex1; p64-65, TED Talks ex4; p65, Critical thinking ex7; p65, Presentation skills ex11; p66-67, Grammar ex1, 2 and 9; p67, Speaking ex10; p68, Reading ex1, 2, 5 and 6; p70, Listening ex1; p71, Speaking ex5; p71, Writing ex9; p75, Background ex1; p77, TED Talks ex5; p77, Critical thinking ex9; p78, Grammar ex1 and 2; p79, Speaking ex8; p80, Reading ex1 and 5; p82, Vocabulary ex1; p85, Background ex1; p87, TED Talks, ex4 and 5; p87, Critical thinking ex9; p88, Grammar ex1 and 2; p90, Reading ex1 and 5; p92, Listening ex1; p93, Writing ex8; p97, Background ex1; p99, TED Talks ex5; p99, Critical thinking ex8; p100-101, Grammar ex1 and 10; p101, Speaking ex11; p102, Reading ex1 and 5; p104, Listening ex1; p105, Writing ex8; p106, Background ex1; p109, TED Talks ex5; p109, Critical thinking ex8; p110-111, Grammar ex1, 2 and 6; p111, Listening and speaking ex9; p112-113, Reading ex1 and 6; p114, Listening ex1; p118, Background ex1; p123, Speaking ex9; p124, Reading ex1 and 7; p126, Listening ex1; p131, TED Talks ex5; p131, Critical thinking ex8 and 9; p132, Grammar ex1; p133, Speaking ex8 and 9; p134, Reading ex1 and 5; p136, Listening ex2; p136, Speaking ex4
Goal-orientated co-operation: Can help along the progress of the work by inviting others to join in, say what they think etc. Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.	p49, Speaking ex5 and 6; p58, Speaking ex10 and 11; p90, Speaking ex8
Obtaining goods and services: Can explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession.	p83, Writing ex9b, 10 and 11; p137, Writing ex8 and 9
Information exchange: Can pass on detailed information reliably. Can give a clear, detailed description of how to carry out a procedure.	p12, Grammar ex2; p71, Speaking ex5; p83, Speaking ex6

Interaction Written

Overall written interaction: Can express news and views effectively in writing, and relate to those of others.	p21, Critical thinking ex10; p83, Writing ex9b, 10 and 11; p93, Writing ex9; p127, Writing ex9 and 10; p137, Writing ex8 and 9
--	--

Production Spoken

Overall spoken production: Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting	p131, Presentation skills ex12
---	--------------------------------

ideas with subsidiary points and relevant examples.	
Sustained monologue: Describing experience: Can give clear, detailed descriptions on a wide range of subjects related to his field of interest.	p65, Presentation skills ex11; p87, Presentation skills ex11 and 12; p121, Presentation skills ex12
Addressing audiences: Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.	p11, Presentation skills ex11; p21, Presentation skills ex13; p33, Presentation skills ex12; p43, Presentation skills ex14; p55, Presentation skills ex12; p77, Presentation skills ex13; p99, Presentation ex12; p109, Presentation skills ex12; p121, Presentation skills ex12

Production Written

Overall written production: Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.	p17, Writing ex12; p27, Writing 8 and 9; p39, Writing ex11; p49, Writing ex10a-12; p61, Writing ex11 and 12; p71, Writing ex8; p105, Writing ex9; p115, Writing ex8 and 9
--	---

Communication strategies

Reception

Identifying cues and inferring: Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	p9, Key words ex2; p11, Vocabulary in context, ex5; p19, Key words, ex2; p21, Vocabulary in context ex6; p24, Reading ex5; p31, Key words ex2; p33, Vocabulary in context ex6 and 7; p36, Reading ex5; p41, Key words ex2; p43, Vocabulary in context ex6; p46, Reading ex2 and 5; p49, Writing ex9; p53, Key words ex2; p55, Vocabulary in context ex6; p58, Reading ex1; p61, Writing ex9; p63, Key words ex2; p65, Vocabulary in context ex5; p68, Reading ex6; p68, Vocabulary ex7; p75, Key words, ex2; p77, Vocabulary in context ex6 and 7; p80, Reading ex4; p85, Key words ex2; p87, Vocabulary in context ex6; p90, Reading ex4; p97, Key words ex2; p99, Vocabulary in context ex6; p107, Key words ex2; p109, Vocabulary in context ex6; p113, Reading ex4; p119, Key words ex2; p121, Vocabulary in context ex6; p131, Vocabulary in context ex6; p134, Reading ex4
--	--

Interaction

Taking the floor (Turntaking): Can intervene appropriately in discussion, exploiting appropriate language to do so. Can initiate, maintain and end discourse appropriately with effective turntaking.	p105, Speaking ex5; p127, Speaking ex6
Cooperating: Can give feedback on and follow up statements and inferences and so help the development of the discussion.	p36, Reading ex6; p127, Speaking ex6
Asking for clarification:	p83, Speaking ex6

Can ask follow up questions to check that he/she has understood what a speaker intended to say, and get clarification of ambiguous points	
---	--

Production

Planning: Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	p11, Presentation skills ex10; p21, Presentation skills ex12; p33, Presentation skills ex11; p39, Speaking ex7; p43, Presentation skills ex12 and 13; p55, Presentation skills ex11; p65, Presentation skills ex10; p77, Presentation skills ex12; p93, Writing ex8; p99, Presentation ex11; p105, Writing ex8; p109, Presentation skills ex11; p121, Presentation skills ex11; p131, Presentation skills ex11
---	--

Working with text

Text

Processing text: Can summarise extracts from news items, interviews or documentaries containing opinions, argument and discussion.	p131, Presentation skills ex12
--	--------------------------------

Communicative language competence

Linguistic range

General linguistic range: Can express him/herself clearly and without much sign of having to restrict what he/she wants to say. 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.	p14, Vocabulary ex8; p38-39, Listening ex4 and 5; p80, Vocabulary ex7; p90, Vocabulary ex7; p102, Vocabulary ex8; p115, Speaking ex5
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.	p9, Key words ex2; p11, Vocabulary in context, ex5 and 6; p14, Vocabulary ex7 and 8; p17, Writing ex10; p19, Key words ex2; p21, Vocabulary in context ex6 and 7; p24, Vocabulary ex6 and 7; p27, Writing ex7a and 7b; p31, Key words ex2; p33, Vocabulary in context ex6 and 7; p36-37, Vocabulary ex8 and 9; p39, Writing ex10 and 10b; p41, Keywords ex2; p43, Vocabulary in context ex6 and 7; p44, Grammar ex2; p46, Vocabulary ex7, 8 and 9; p53, Key words ex2; p55, Vocabulary in context ex6 and 7; p58, Reading ex1, 2 and 6; p58, Vocabulary ex8 and 9; p60, Listening ex1; p63, Key words ex2; p65, Vocabulary in context ex5 and 6; p68, Vocabulary ex6 and 7; p71, Writing ex7a and 7b; p75, Key words, ex2; p77, Vocabulary in context ex6 and 7; p80, Reading ex4; p82, Vocabulary ex2; p85, Key words ex2; p87, Vocabulary in context ex6 and 7; p90, Vocabulary ex6 and 7; p97, Key words ex2; p99, Vocabulary in context ex6; p102, Reading ex4; p102, Vocabulary ex6 and 7; p107, Key words ex2; p109, Vocabulary in context ex6 and 7; p113, Reading ex4 and 5; p113, Vocabulary ex7 and 8; p119, Key words ex2; p121, TED Talks ex5; p121, Vocabulary in context ex6 and 7; p122, Vocabulary ex1; p124, Reading ex5 and 6; p124, Vocabulary ex8 and 9; p127, Writing ex8a and 9; p131, Vocabulary in context ex6 and 7; p134, Reading ex4; p134, Vocabulary ex6 and 7

Linguistic control

<p>Grammatical accuracy: Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.</p> <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>p12-13, Grammar ex4-8; p22-23, Grammar ex5 and 6; p23, Listening ex8, 10 and 11; p35, Grammar ex3-7; p44-45, Grammar ex3-6 and 8-10; p44, Speaking ex 12; p57, Grammar ex5, 6 and 7; p67, Grammar ex5-9; p67, Speaking ex10; p78, Grammar ex3-7; p88, Grammar ex3-7; p101, Grammar ex4-9; p110-111, Grammar ex3-6; p115, Writing ex7a, 7b and 7c; p122-123, Grammar ex3-7; p123, Speaking ex8; p132-133, Grammar ex3-7; p133, Speaking ex8 and 9; p137, Writing ex7a and 7b</p>
<p>Vocabulary control: Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.</p>	<p>p46, Vocabulary ex8 and 9; p71, Writing ex7b; p102, Vocabulary ex7; p113, Vocabulary ex8; p124, Reading ex6; ; p134, Vocabulary ex7</p>
<p>Phonological control: Has a clear, natural, pronunciation and intonation.</p>	<p>p9, Authentic listening skills ex3a and 3c; p13, Grammar ex9a and 9b; p13, Speaking ex10; p16, Listening ex6a and 6b; p23, Listening ex9a and 9b; p27, Listening ex4a and 4b; p39, Listening ex6a and 6b; p45, Grammar ex11a and 11b; p49, Listening ex4a and 4b; p60, Listening ex5a and 5b; p71, Listening ex4a and 4b; p82, Listening ex5a, 5b and 5c; p85, Authentic listening skills ex3c; p92, Listening ex4a, 4b and 4c; p104, Listening ex4a, 4b and 4c; p115, Listening ex4a and 4b; p126, Listening ex5a and 5b; p136, Listening ex3a and 3b</p>

Sociolinguistic

<p>Sociolinguistic appropriateness: Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.</p>	<p>p16, Listening ex3, 4 and 5; p17, Speaking ex7; p17, Writing ex11a, 11b and 11c; p27, Writing ex7a-9; p61, Writing ex10b and 10c; p105, Writing ex7a and 7b; p126, Listening ex4 p127, Writing ex7, 8b, 9 and 10; p136, Speaking ex4</p>
--	---

Pragmatic

<p>Thematic development: Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples.</p>	<p>p11, Presentation skills ex9, 10 and 11; p111, Grammar ex6</p>
<p>Coherence: Can use a variety of linking words efficiently to mark clearly the relationships between ideas.</p>	<p>p19, Authentic listening skills ex3a, 3b and 3c; p93, Writing ex7a, 7b</p>

Keynote Upper Intermediate CEFR mapping

Framework level: B2

Unit 1 Identity

Background (page 9)

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.	1
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.	

Key words (page 9)

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.	2
VOCABULARY RANGE	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	

Authentic listening skills (page 9)

COMPONENT	DESCRIPTOR	EXERCISE
PHONOLOGICAL CONTROL	Has a clear, natural, pronunciation and intonation.	3a, 3c
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.	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.	

1.1 404, the story of a page not found

TED Talks (pages 10-11)

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.	1, 2, 3
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.	1, 2, 3
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.	4

Vocabulary in context (page 11)

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.	5
VOCABULARY RANGE	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	5, 6

Critical thinking (page 11)

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 account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.</p>	7
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.	8

Presentation skills (page 11)

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.	9

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.	
THEMATIC DEVELOPMENT	Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples.	9, 10, 11
PLANNING	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	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 account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	10, 11
ADDRESSING AUDIENCES	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.	11

1.2 Building identity

Grammar (pages 12-13)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSIONS (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.	1
INFORMATION EXCHANGE	Can pass on detailed information reliably. Can give a clear, detailed description of how to carry out a procedure.	2
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.	3
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.	4, 5, 6, 7, 8
PHONOLOGICAL CONTROL	Has a clear, natural, pronunciation and intonation.	9a, 9b

Speaking (page 13)

COMPONENT	DESCRIPTOR	EXERCISE
GRAMMATICAL ACCURACY	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	10
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.	
OVERALL SPOKEN INTERACTION	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	11

1.3 Who am I?

Reading (page 14)

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 account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1, 6
READING FOR ORIENTATION	Can scan quickly through long and complex texts, locating relevant details.	2, 3
READING FOR INFORMATION AND ARGUMENT	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	4, 5

Vocabulary (page 14)

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.	7, 8
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.	8

Speaking (page 14)

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 account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	9

1.4 I don't think we've met

Listening (pages 16-17)

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 account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1, 2
UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS	Can keep up with an animated conversation between native speakers.	3, 5
SOCIOLINGUISTIC APPROPRIATENESS	Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	3, 4, 5
PHONOLOGICAL CONTROL	Has a clear, natural, pronunciation and intonation.	6a, 6b

Speaking (page 17)

COMPONENT	DESCRIPTOR	EXERCISE
CONVERSATION	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	7, 8
SOCIOLINGUISTIC APPROPRIATENESS	Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	7

Writing (page 17)

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.	9, 13
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.	
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.	10

SOCIOLINGUISTIC APPROPRIATENESS	Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	11a, 11b, 11c
OVERALL WRITTEN PRODUCTION	Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.	12

Unit 2 Careers

Background (page 19)

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.	1
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.	

Key words (page 19)

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.	2
VOCABULARY RANGE	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	

Authentic listening skills (page 19)

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.	3a, 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.	
COHERENCE	Can use a variety of linking words efficiently to mark clearly the relationships between ideas.	

2.1 Keep your goals to yourself

TED Talks (pages 20-21)

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.	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.	
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 account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	5

Vocabulary in context (page 21)

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.	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.	6, 7
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 account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	7

Critical thinking (page 21)

COMPONENT	DESCRIPTOR	EXERCISE
READING FOR INFORMATION & ARGUMENT	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	8
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 account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	9

OVERALL WRITTEN INTERACTION	Can express news and views effectively in writing, and relate to those of others.	10
-----------------------------	---	----

Presentation skills (page 21)

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.	11
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.	
PLANNING	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	12
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 account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	
ADDRESSING AUDIENCES	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.	13

2.2 Are you looking forward to it?

Grammar (pages 22-23)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSIONS (WITH FRIENDS)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1, 3
READING FOR ORIENTATION	Can scan quickly through long and complex texts, locating relevant details.	2
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.	3, 4
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.	5, 6

Listening (page 23)

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.	7, 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.	8, 10, 11
PHONOLOGICAL CONTROL	Has a clear, natural, pronunciation and intonation.	9a, 9b
OVERALL SPOKEN INTERACTION	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	11

Speaking (page 23)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSIONS (WITH FRIENDS)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	12

2.3 A job for life?

Reading (page 24)

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 account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1, 5
READING FOR ORIENTATION	Can scan quickly through long and complex texts, locating relevant details.	2
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.	3
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.	5

Vocabulary (page 24)

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.	6, 7

Speaking (page 24)

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 account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	8

2.4 A five-year plan

Listening (pages 26-27)

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 account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1
UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS	Can keep up with an animated conversation between native speakers.	2, 3
PHONOLOGICAL CONTROL	Has a clear, natural, pronunciation and intonation.	4a, 4b

Speaking (page 27)

COMPONENT	DESCRIPTOR	EXERCISE
CONVERSATION	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	5

Writing (page 27)

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.	6
VOCABULARY RANGE	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation	7a, 7b

	to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	
SOCIOLINGUISTIC APPROPRIATENESS	Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	7a, 7b, 8, 9
OVERALL WRITTEN PRODUCTION	Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.	8, 9

Unit 3 Growth and development

Background (page 30)

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.	1
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.	

Key words (page 31)

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.	2
VOCABULARY RANGE	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	

Authentic listening skills (page 31)

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.	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.	
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.	3a

3.1 Global population growth, box by box

TED Talks (pages 32-33)

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.	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.	1, 2, 3, 4
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.	5

Vocabulary in context (page 32)

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.	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.	6, 7

Critical thinking (page 33)

COMPONENT	DESCRIPTOR	EXERCISE
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.	8
READING FOR INFORMATION & ARGUMENT	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	9
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 account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	

Presentation skills (page 33)

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.	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.	
PLANNING	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	11
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 account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	
ADDRESSING AUDIENCES	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.	12

3.2 The next economic giant

Grammar (pages 34-35)

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.	1, 2
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.	3, 4, 5, 6, 7
OVERALL SPOKEN INTERACTION	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	5, 7
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.	6

Speaking (page 35)

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 account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	8, 9

3.3 Personal development

Reading (page 36)

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 account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1, 2, 6, 7
READING FOR ORIENTATION	Can scan quickly through long and complex texts, locating relevant details.	3
READING FOR INFORMATION AND ARGUMENT	Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology. Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	4
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.	5
COOPERATING	Can give feedback on and follow up statements and inferences and so help the development of the discussion.	6

Vocabulary (pages 36-37)

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.	8, 9

Speaking (page 37)

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 account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	10

3.4 Could you call me back?

Listening (pages 38-39)

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 account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1, 2
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.	2
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.	3, 4
GENERAL LINGUISTIC RANGE	Can express him/herself clearly and without much sign of having to restrict what he/she wants to say.	4, 5
PHONOLOGICAL CONTROL	Has a clear, natural, pronunciation and intonation.	6a, 6b

Speaking (page 39)

COMPONENT	DESCRIPTOR	EXERCISE
PLANNING	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	7
OVERALL SPOKEN INTERACTION	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	8

Writing (page 39)

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.	9
VOCABULARY RANGE	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation	10a, 10b

	to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	
OVERALL WRITTEN PRODUCTION	Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.	11

Unit 4 Success and failure

Background (page 40)

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.	1
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.	

Key words (page 41)

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.	2
VOCABULARY RANGE	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	

Authentic listening skills (page 41)

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.	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.	

4.1 Success is a continuous journey

TED Talks (page 42)

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.	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.	
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.	5

Vocabulary in context (page 43)

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.	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.	6, 7

Critical thinking (page 43)

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 account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	8, 9
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.	9

Presentation skills (page 43)

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	10

	broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	
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.	10, 11
PLANNING	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	12, 13
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 account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	13, 14
ADDRESSING AUDIENCES	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.	14

4.2 Measures of success

Grammar (pages 44-45)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSIONS (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 account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1, 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.	2
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.	3, 4, 5, 6, 8, 9, 10
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.	7, 8
PHONOLOGICAL CONTROL	Has a clear, natural, pronunciation and intonation.	11a, 11b

Speaking (page 45)

COMPONENT	DESCRIPTOR	EXERCISE
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.</p>	12
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 account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.</p>	

4.3 Failure is not an option

Reading (page 46)

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 account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.</p>	1, 6
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.	2, 5
READING FOR ORIENTATION	Can scan quickly through long and complex texts, locating relevant details.	3
READING FOR INFORMATION AND ARGUMENT	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	4

Vocabulary (page 46)

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.	7, 8, 9
VOCABULARY CONTROL	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	8, 9

Speaking (page 46)

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.	10

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

4.4 How did it go?

Listening (pages 48-49)

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.	1
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 account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	2
UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS	Can keep up with an animated conversation between native speakers.	2, 3
PHONOLOGICAL CONTROL	Has a clear, natural, pronunciation and intonation.	4a, 4b

Speaking (page 49)

COMPONENT	DESCRIPTOR	EXERCISE
GOAL-ORIENTED CO-OPERATION (e.g. Repairing a car, discussing a document, organising an event)	Can help along the progress of the work by inviting others to join in, say what they think, etc. Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.	5, 6

Writing (page 49)

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.	7, 8
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.	9
OVERALL WRITTEN PRODUCTION	Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.	10a, 10b, 10c, 11, 12

Unit 5 Exercise

Background (page 52)

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.	1
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.	

Key words (page 53)

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.	2
VOCABULARY RANGE	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	

Authentic listening skills (page 53)

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.	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.	

5.1 Got a meeting? Take a walk

TED Talks (page 54)

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.	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.	

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.	5
------------------------------------	---	---

Vocabulary in context (page 55)

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.	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.	6, 7

Critical thinking (page 55)

COMPONENT	DESCRIPTOR	EXERCISE
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.	8
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.	9
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 account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	

Presentation skills (page 55)

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.	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.	
PLANNING	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	11
ADDRESSING AUDIENCES	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.	12

5.2 Overcoming challenges

Grammar (pages 56-57)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSIONS (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.	1, 2
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.	3, 4
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.	5, 6, 7
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.	6

Speaking (page 57)

COMPONENT	DESCRIPTOR	EXERCISE
CONVERSATION	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	8, 9

5.3 The bottom line

Reading (page 58)

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.	1
VOCABULARY RANGE	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	1, 2, 6
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 account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	3, 7

READING FOR ORIENTATION	Can scan quickly through long and complex texts, locating relevant details.	4
READING FOR INFORMATION AND ARGUMENT	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	5

Vocabulary (page 58)

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.	8, 9
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 account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	9

Speaking (page 58)

COMPONENT	DESCRIPTOR	EXERCISE
GOAL-ORIENTED CO-OPERATION (e.g. Repairing a car, discussing a document, organising an event)	Can help along the progress of the work by inviting others to join in, say what they think, etc. Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.	10, 11

5.4 Who funded you?

Listening (page 60)

COMPONENT	DESCRIPTOR	EXERCISE
VOCABULARY RANGE	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	1
LISTENING TO RADIO AUDIO & RECORDINGS	Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone, etc.	2, 3, 4
PHONOLOGICAL CONTROL	Has a clear, natural, pronunciation and intonation.	5a, 5b

Speaking (page 61)

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	6

	broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	
INFORMAL DISCUSSIONS (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 account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	7

Writing (page 61)

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.	8, 10a
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.	9
SOCIOLINGUISTIC APPROPRIATENESS	Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	10b, 10c
OVERALL WRITTEN PRODUCTION	Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.	11, 12

Unit 6 Values

Background (page 62)

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.	1
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.	

Key words (page 63)

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.	2
VOCABULARY RANGE	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	

Authentic listening skills (page 63)

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.	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.	

6.1 Please, please, people. Let's put the 'awe' back in 'awesome'

TED Talks (pages 64-65)

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.	1, 2, 3
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.	
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.	4

Vocabulary in context (page 65)

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.	5
VOCABULARY RANGE	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	5, 6

Critical thinking (page 65)

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.	7

	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	
READING FOR INFORMATION & ARGUMENT	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	8

Presentation skills (page 65)

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.	9
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.	
PLANNING	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	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 account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	11
SUSTAINED MONOLOGUE: Describing Experience	Can give clear, detailed descriptions on a wide range of subjects related to his field of interest.	

6.2 Getting value for money

Grammar (pages 66-67)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSIONS (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.	1, 2, 9
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.	3, 4
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.	5, 6, 7, 8, 9

Speaking (page 67)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSIONS (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.	10
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.	

6.3 Is it worth it?

Reading (page 68)

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 account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1, 2, 5, 6
READING FOR ORIENTATION	Can scan quickly through long and complex texts, locating relevant details.	3
READING FOR INFORMATION AND ARGUMENT	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	4
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.	6

Vocabulary (page 68)

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.	7, 8
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.	7

Speaking (page 68)

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 account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	9
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.	

6.4 Shopping around

Listening (pages 70-71)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSIONS (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 account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1
UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS	Can keep up with an animated conversation between native speakers.	2, 3
PHONOLOGICAL CONTROL	Has a clear, natural, pronunciation and intonation.	4a, 4b

Speaking (page 61)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSIONS (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 account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	5
INFORMATION EXCHANGE	Can pass on detailed information reliably.	

Writing (page 61)

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.	6, 9
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.	7a, 7b
VOCABULARY CONTROL	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	7b

OVERALL WRITTEN PRODUCTION	Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.	8
INFORMAL DISCUSSIONS (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 account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	9

Unit 7 Innovation and technology

Background (page 75)

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.	1
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.	

Key words (page 75)

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.	2
VOCABULARY RANGE	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	

Authentic listening skills (page 75)

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.	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.	

7.1 The sore problem of prosthetic limbs

TED Talks (pages 76-77)

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.	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.	
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.	5

Vocabulary in context (page 77)

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.	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.	6, 7

Critical thinking (page 77)

COMPONENT	DESCRIPTOR	EXERCISE
READING FOR INFORMATION & ARGUMENT	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	8
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 account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	9

Presentation skills (page 77)

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.	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.	10, 11
PLANNING	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	12
ADDRESSING AUDIENCES	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.	13

7.2 Developing new technology

Grammar (pages 78-79)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSIONS (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.	1, 2
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.	3, 4, 5, 6, 7
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.	5

Speaking (page 79)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSIONS (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.	8

7.3 Innovative approaches

Reading (page 80)

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 account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1, 5
READING FOR ORIENTATION	Can scan quickly through long and complex texts, locating relevant details.	2

READING FOR INFORMATION AND ARGUMENT	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	3
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.	4
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.	

Vocabulary (page 80)

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.	6, 7
GENERAL LINGUISTIC RANGE	Can express him/herself clearly and without much sign of having to restrict what he/she wants to say. 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.	7

Speaking (page 80)

COMPONENT	DESCRIPTOR	EXERCISE
GOAL-ORIENTED CO-OPERATION (e.g. Repairing a car, discussing a document, organising an event)	Can help along the progress of the work by inviting others to join in, say what they think, etc. Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.	8, 9

7.4 Innovative approaches

Vocabulary (page 82)

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

Listening (page 82)

COMPONENT	DESCRIPTOR	EXERCISE
UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS	Can keep up with an animated conversation between native speakers.	3, 4
PHONOLOGICAL CONTROL	Has a clear, natural, pronunciation and intonation.	5a, 5b, 5c

Speaking (page 83)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMATION EXCHANGE	Can give a clear, detailed description of how to carry out a procedure.	6
ASKING FOR CLARIFICATION	Can ask follow up questions to check that he/she has understood what a speaker intended to say, and get clarification of ambiguous points	

Writing (page 83)

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.	7, 8, 9a
TRANSACTIONS TO OBTAIN GOODS & SERVICES	Can explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession.	9b, 10, 11
OVERALL WRITTEN INTERACTION	Can express news and views effectively in writing, and relate to those of others.	

Unit 8 Balance

Background (page 85)

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.	1
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.	

Key words (page 85)

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.	2
VOCABULARY RANGE	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	

Authentic listening skills (page 85)

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.	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.	
PHONOLOGICAL CONTROL	Has a clear, natural, pronunciation and intonation.	3c

8.1 How to make the work-life balance work

TED Talks (pages 86-87)

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.	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.	
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.	4, 5

Vocabulary in context (page 87)

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.	6
VOCABULARY RANGE	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid	6, 7

	frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	
--	--	--

Critical thinking (page 87)

COMPONENT	DESCRIPTOR	EXERCISE
READING FOR INFORMATION & ARGUMENT	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	8
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 account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	9

Presentation skills (page 87)

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.	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.	
SUSTAINED MONOLOGUE: Describing Experience	Can give clear, detailed descriptions on a wide range of subjects related to his field of interest.	11, 12

8.2 Can we 'have it all'?

Grammar (pages 88-89)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSIONS (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.	1, 2
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.	3, 4, 5, 6, 7

Listening (page 89)

COMPONENT	DESCRIPTOR	EXERCISE
LISTENING TO RADIO AUDIO & RECORDINGS	Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.	8

Speaking (page 89)

COMPONENT	DESCRIPTOR	EXERCISE
CONVERSATION	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	8, 9

8.3 Taking it easy

Reading (page 90)

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 account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1, 5
READING FOR ORIENTATION	Can scan quickly through long and complex texts, locating relevant details.	2
READING FOR INFORMATION AND ARGUMENT	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	3
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.	4

Vocabulary (page 90)

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.	6
GENERAL LINGUISTIC RANGE	Can express him/herself clearly and without much sign of having to restrict what he/she wants to say. 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.	6, 7

Speaking (page 90)

COMPONENT	DESCRIPTOR	EXERCISE
GOAL-ORIENTED CO-OPERATION (e.g. Repairing a car, discussing a document, organising an event)	Can help along the progress of the work by inviting others to join in, say what they think, etc. Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.	8

8.4 I need a break!

Listening (page 92)

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 account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1
UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS	Can keep up with an animated conversation between native speakers.	2, 3
PHONOLOGICAL CONTROL	Has a clear, natural, pronunciation and intonation.	4a, 4b, 4c

Speaking (page 93)

COMPONENT	DESCRIPTOR	EXERCISE
CONVERSATION	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	5

Writing (page 93)

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.	6
COHERENCE	Can use a variety of linking words efficiently to mark clearly the relationships between ideas.	7a, 7b
PLANNING	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	8
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 account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	
OVERALL WRITTEN INTERACTION	Can express news and views effectively in writing, and relate to those of others.	9

Unit 9 Creative thinking

Background (page 97)

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.	1
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.	

Key words (page 97)

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.	2
VOCABULARY RANGE	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	

Authentic listening skills (page 97)

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.	3a, 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.	

9.1 Doodlers, unite!

TED Talks (pages 98-99)

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.	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.	

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.	5
------------------------------------	---	---

Vocabulary in context (page 99)

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.	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.	6, 7

Critical thinking (page 99)

COMPONENT	DESCRIPTOR	EXERCISE
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.	8
READING FOR INFORMATION & ARGUMENT	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	9
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 account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	

Presentation skills (page 99)

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.	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.	
PLANNING	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	11
ADDRESSING AUDIENCES	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.	12

9.2 Looking for inspiration

Grammar (pages 100-101)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSIONS (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.	1, 10
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.	2, 3
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.	4, 5, 6, 7, 8, 9

Speaking (page 101)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSIONS (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.	11

9.3 Agreeing to differ

Reading (page 102)

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 account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1, 5
READING FOR ORIENTATION	Can scan quickly through long and complex texts, locating relevant details.	2
READING FOR INFORMATION AND ARGUMENT	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	3
VOCABULARY RANGE	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	4

Vocabulary (page 90)

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.	6, 7
VOCABULARY CONTROL	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	7
GENERAL LINGUISTIC RANGE	Can express him/herself clearly and without much sign of having to restrict what he/she wants to say. 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.	8

Speaking (page 90)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	9, 10, 11

9.4 It's a great idea

Listening (page 104)

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 account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1
UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS	Can keep up with an animated conversation between native speakers.	2, 3
PHONOLOGICAL CONTROL	Has a clear, natural, pronunciation and intonation.	4a, 4b, 4c

Speaking (page 105)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the	

	circumstances.	5
TAKING THE FLOOR (TURNTAKING)	Can intervene appropriately in discussion, exploiting appropriate language to do so. Can initiate, maintain and end discourse appropriately with effective turntaking.	

Writing (page 105)

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.	6
SOCIOLINGUISTIC APPROPRIATENESS	Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	7a, 7b
PLANNING	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	8
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 account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	
OVERALL WRITTEN PRODUCTION	Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.	9

Unit 10 Connections

Background (page 106)

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.	1
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.	

Key words (page 107)

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.	2
VOCABULARY RANGE	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid	

	frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	
--	--	--

Authentic listening skills (page 107)

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.	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.	

10.1 5 ways to listen better

TED Talks (pages 108-109)

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.	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.	
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.	5

Vocabulary in context (page 109)

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.	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.	6, 7

Critical thinking (page 109)

COMPONENT	DESCRIPTOR	EXERCISE
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.	8

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 account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	9
------------------------------------	---	---

Presentation skills (page 109)

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.	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.	
PLANNING	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	11
ADDRESSING AUDIENCES	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.	12

10.2 How can I help?

Grammar (pages 110-111)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSIONS (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.	1, 2, 6
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.	3, 4, 5, 6
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.	4, 5
THEMATIC DEVELOPMENT	Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples.	6

Speaking (page 111)

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.	7, 8
INFORMAL DISCUSSIONS (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
CONVERSATION	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	10

10.3 The customer is always right

Reading (pages 112-113)

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 account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1, 6
READING FOR ORIENTATION	Can scan quickly through long and complex texts, locating relevant details.	2
READING FOR INFORMATION AND ARGUMENT	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	3
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.	4
VOCABULARY RANGE	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	4, 5

Vocabulary (page 113)

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.	7, 8
VOCABULARY CONTROL	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	8

Speaking (page 113)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	9, 10

10.4 Any other business?

Listening (pages 114-115)

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 account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1
UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS	Can keep up with an animated conversation between native speakers.	2, 3
PHONOLOGICAL CONTROL	Has a clear, natural, pronunciation and intonation.	4a, 4b

Speaking (page 115)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	5
GENERAL LINGUISTIC RANGE	Can express him/herself clearly and without much sign of having to restrict what he/she wants to say. 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.	

Writing (page 115)

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.	6

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.	7a, 7b, 7c
OVERALL WRITTEN PRODUCTION	Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.	8, 9

Unit 11 Resources

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.	1
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.	

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.	2
VOCABULARY RANGE	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	

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.	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.	

11.1 Cloudy with a chance of joy

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

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.	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.	6, 7

Critical thinking (page 121)

COMPONENT	DESCRIPTOR	EXERCISE
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.	8
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.	9

Presentation skills (page 121)

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.	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.	

PLANNING	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	11
ADDRESSING AUDIENCES	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.	12
SUSTAINED MONOLOGUE: Describing Experience	Can give clear, detailed descriptions on a wide range of subjects related to his field of interest.	

11.2 Sharing our resources?

Vocabulary (page 122)

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

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.	2, 4, 7
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.	3, 4, 5, 6, 7

Speaking (page 123)

COMPONENT	DESCRIPTOR	EXERCISE
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.	8
INFORMAL DISCUSSIONS (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

11.3 International movements

Reading (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. Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1, 7
READING FOR ORIENTATION	Can scan quickly through long and complex texts, locating relevant details.	2, 3
READING FOR INFORMATION AND ARGUMENT	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	4
VOCABULARY RANGE	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	5, 6
VOCABULARY CONTROL	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	6

Vocabulary (page 124)

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.	8, 9

Speaking (page 125)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	10, 11

11.4 Come and join us

Listening (page 126)

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.	1

	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	
UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS	Can keep up with an animated conversation between native speakers.	2, 3
SOCIOLINGUISTIC APPROPRIATENESS	Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	4
PHONOLOGICAL CONTROL	Has a clear, natural, pronunciation and intonation.	5a, 5b

Speaking (page 126)

COMPONENT	DESCRIPTOR	EXERCISE
CONVERSATION	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. Can convey degrees of emotion and highlight the personal significance of events and experiences.	6
TAKING THE FLOOR (TURN-TAKING)	Can initiate, maintain and end discourse appropriately with effective turn-taking.	
COOPERATING	Can give feedback on and follow up statements and inferences and so help the development of the discussion.	

Writing (page 127)

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.	7
SOCIOLINGUISTIC APPROPRIATENESS	Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	7, 8b, 9, 10
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.	8a, 9
OVERALL WRITTEN INTERACTION	Can express news and views effectively in writing, and relate to those of others.	9, 10

Unit 12 Change

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.	1

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.	
------------------------------------	---	--

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.	2
VOCABULARY RANGE	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	

Authentic listening skills (page 129)

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.	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.	

12.1 Dare to disagree

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.	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.	
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 account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	5

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.	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.	6, 7

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 account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	8, 9
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.	9

Presentation skills (page 131)

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.	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.	
PLANNING	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	11
OVERALL SPOKEN PRODUCTION	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.	12
PROCESSING TEXT	Can summarise extracts from news items, interviews or documentaries containing opinions, argument and discussion.	

12.2 Moments of change

Grammar (pages 132-133)

COMPONENT	DESCRIPTOR	EXERCISE
INFORMAL DISCUSSIONS (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.	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.	2
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.	3, 4, 5, 6, 7
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.	4, 5

Speaking (page 133)

COMPONENT	DESCRIPTOR	EXERCISE
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.	8, 9
INFORMAL DISCUSSIONS (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.	

12.3 The benefit of hindsight

Reading (page 134)

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 account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1, 5

READING FOR ORIENTATION	Can scan quickly through long and complex texts, locating relevant details.	2
READING FOR INFORMATION AND ARGUMENT	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	3
VOCABULARY RANGE	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	4
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.	

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.	6, 7
VOCABULARY CONTROL	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	7

Speaking (page 134)

COMPONENT	DESCRIPTOR	EXERCISE
OVERALL SPOKEN INTERACTION	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	8, 9

12.4 Could I have a quick word?

Listening (page 136)

COMPONENT	DESCRIPTOR	EXERCISE
UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS	Can keep up with an animated conversation between native speakers.	1, 2
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 account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	2
PHONOLOGICAL CONTROL	Has a clear, natural, pronunciation and intonation.	3a, 3b

Speaking (page 136)

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 account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	4
SOCIOLINGUISTIC APPROPRIATENESS	Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	

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.	5, 6
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.	7a, 7b
OVERALL WRITTEN INTERACTION	Can express news and views effectively in writing, and relate to those of others.	8, 9
TRANSACTIONS TO OBTAIN GOODS & SERVICES	Can cope linguistically to negotiate a solution to a dispute like an undeserved traffic ticket, financial responsibility for damage in a flat, for blame regarding an accident.	