

OUTCOMES

and the Common European
Framework of Reference

ADVANCED
C1

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:

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

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

CEFR levels, coursebooks and Outcomes

It is important to realize that the CEFR is not a syllabus and does not provide scales for every possible language situation for students. For example, a student's needs and motivation may lead them to the task of talking about football (not exemplified in the CEFR!). However, we can construct a scale based on the global and specific scales in the CEFR and say that an A1 student 'can exchange basic opinions on matches, players and teams', but a C2 student 'can describe matches and incidents in detail, using a range of language including colloquial expressions and jargon'. As a teacher or materials writer we can then think of the language students will need to achieve these levels and how we might present and practise it.

Furthermore, the can-do statements describe achievement and current ability, *not* the student's future level, the language required to reach that level, or the time it will take. No coursebook can guarantee a level a student will attain and it is for *you* to judge whether the language presented will help students achieve their objectives.

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

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

How does Outcomes match the aims of the CEFR?

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

We have helped students and teachers see these clear objectives at the beginning of each unit, so that students understand what they should be able to do based on the input and specific language areas. You can also see his/her in the mapping to the CEFR here. We help students' self-directed learning with the Vocabulary Builder, the Grammar reference with exercises and the online workbook which comes with all the student's books. We also help mediation skills through translation exercises such as the Language Patterns box. We encourage intercultural awareness and the exchange of thoughts and ideas through many short speaking tasks, texts about different countries and contexts, and hearing speakers of different nationalities.

The CEFR and you!

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

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

Outcomes Advanced CEFR overview

Framework level: C1

Communicative activities

Reception Spoken

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| Overall listening comprehension: Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. | p8-9, Listening ex3 and 5; p13, Listening ex5, 6 and 7; p19, Understanding vocabulary ex8; p20, Listening ex2 and 3; p21, Speaking ex8; p22, Understanding fast speech, ex6 and 7; p27, Listening ex3 and 4; p30, Listening ex2 and 3; p31, Listening ex9, 11 and 12; p36, Listening ex6; p39, Listening ex10 and 11; p40, Understanding fast speech ex5 and 6; p44-45, Listening ex5, 6 and 7; p45, Developing conversations ex10; p46, Reading ex2 and 3; p52, Listening ex6 and 7; p58, Understanding fast speech ex6 and 7; p67, Grammar ex10; p71, Developing conversations ex8; p72, Listening ex2, 4 and 7; p73, Vocabulary ex5; p76, Understanding fast speech ex7 and 8; p82, Listening ex7 and 8; p92, Listening ex3, 4 and 5; p94, Understanding fast speech ex7 and 8; p103, Understanding vocabulary ex7; p106-107, Listening ex4 and 5; p108-109, ex2, 4 and 5; p109, Developing conversations ex9; p110, Reading ex5; p118, Understanding vocabulary ex9; p112, Understanding fast speech ex5 and 6; p130, Understanding fast speech ex6 and 7; p143, Developing conversations ex8 and 10; p147, Grammar ex10; p148, Understanding fast speech ex7 and 8 |
| Understanding interaction between native speakers: Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics. | p17, Listening ex8 and 9; p34, Listening ex3 and 4; p63, Listening ex4 and 6; p70, Listening ex4 and 5; p88-89, Listening ex3 and 4; p98-99, Listening ex3 and 4; p117, Listening ex4 and 5; p125, Listening ex4 and 5; p128-129, Listening ex5 and 6; p134, Listening ex5; p142-143, Listening ex4 and 5 |
| Listening to radio audio and recordings: Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers. | p48, Listening ex2 and 3; p57, Listening ex7, 8 and 9; p66, Listening ex4 and 5; p85, Listening ex6 and 8; p102, Listening ex2, 4 and 5; p120, Listening ex3, 5 and 6; p138, Listening ex2 and 5-7; p146, Listening ex5 and 7 |

Reception Audio/visual

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| Watching TV and film: Can follow films employing a considerable degree of slang and idiomatic usage. | p22, Video 1 ex4 and 4; p40, Video 2 ex2 and 3; p58, Video 3 ex2 and 3; p76, Video 4 ex2 and 4; p94, Video 5 ex2, 4 and 5; p112, Video 6 ex2 and 3; p130, Video 7 ex2 and 4; p148, Video 8 ex2, 4 and 5 |
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Reception Written

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| Overall reading comprehension: Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections. | p12, Reading ex2; p13, Speaking ex11; p10, Reading ex2 and 4; p18, Reading ex2 and 3; p26, Reading ex6, 8 and 9; p36, Reading ex2 and 3; p38, Reading ex2 and 3; p49, Vocabulary ex5; p54, Reading ex2 and 3; p56, Vocabulary ex1; p63, Conversation practice ex11; p75, Reading ex8 and 9; p82, Reading ex2 and 3; p84, Speaking ex1; p85, Speaking ex10; p90, Reading ex4 and 5; p100-101, Reading ex5 and 6; p110, Reading ex2; p111, Reading ex7 and 8; p118, Reading ex2 and 4; p126, Reading ex2, 3 and 4; p136, Reading ex2 and 3; p144, Reading |
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| | ex1 and 2; p145, Reading ex7 and 8; p145, Speaking ex10; p150, Writing ex2; p152, Writing ex3 and 5; p54, Writing ex5; p156, Writing ex3 and 5; p158, Speaking ex2; p158, Writing ex4; p160, Writing ex3 and 4; p162, Writing ex6; p164, Writing ex3 |
| Reading for information and argument: Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions. | p10, Reading ex4; p11, Speaking ex11; p18, Reading ex3; p26, Reading ex9; p36, Reading ex3; p54, Reading ex3; p64, Reading ex2 and 3; p75, Reading ex11; p100-101, Reading ex6 and 7; p118, Reading ex4; p126, Reading ex3 and 4; p136, Reading ex3; p145, reading ex7 |

Interaction Spoken

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| Overall spoken interaction: Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language. | p69, Speaking ex1, 2 and 3; p90, Speaking ex1; p147, Speaking ex12 and 13 |
| Conversation: Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | p9, Developing conversations ex9 and 10; p9, Conversation practice ex12; p17, Vocabulary ex5; p17, Developing conversations ex6 and 7; p17, Conversation practice ex12; p21, Speaking ex9 and 10; p26, Developing conversations ex1; p27, Conversation practice ex11 and 12; p35, Conversation practice ex12 and 13; p36, Understanding vocabulary ex9; p45, Conversation practice ex12 and 13; p53, Developing conversations ex9 and 10; p53, Conversation practice ex14 and 15; p63, Developing conversations ex10; p63, Conversation practice ex12; p71, Developing conversations ex9; p71, Conversation practice ex10 and 11; p72, Grammar ex10 and 11; p80, Listening ex3 and 5; p81, Developing conversations ex7, 8 and 9; p81, Conversation practice ex14; p89, Conversation practice ex10; p93, Grammar ex12 and 13; p99, Developing conversations ex6-9; p99, Conversation practice ex10; p107, Conversation practice ex12 and 13; p117, Conversation practice ex9; p125, Conversation practice ex9, 10 and 11; p135, Conversation practice ex11; p143, Conversation practice ex12 and 13 |
| Informal discussion (with friends): Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | p7, Speaking ex1, 2 and 3; p8, Vocabulary ex2; p8-9, Listening ex4 and 6; p9, Understanding vocabulary ex7 and 8; p10, Reading ex1 and 3-6; p11, Vocabulary ex8; p11, Grammar ex10; p11, Speaking ex11; p12, Speaking ex1; p13, Reading ex4; p13, Listening ex6,7 and 8; p13, Understanding vocabulary ex10; p13, Speaking ex11; p15, Speaking ex1; p16, Vocabulary ex2 and 4; p17, Listening ex9 and 10; p18, Speaking ex1; p18, Reading ex3 and 5; p19, Understanding vocabulary ex9; p20, Speaking ex1; p20, Listening ex3; p21, Grammar ex6; p21, Vocabulary ex7; p22, Video 1 ex1, 2, 4 and 5; p25, Speaking ex1; p25, Vocabulary ex2 and 3; p26, Developing conversations ex2; p27, Listening ex5; p27, Grammar ex6, 8 and 10; p28, Speaking, ex1; p28, Vocabulary ex3, 4 and 5; p28, Reading ex7, 8 and 10; p30, Speaking ex1; p30, Listening ex4; p31, Understanding vocabulary ex6 and 8; p31, Listening ex9, 11 and 12; p31, Speaking ex13 and 14; p33, Speaking ex1 and 2; p34, Developing conversations ex2; p34, Listening ex4 and 5; p35, Grammar ex7 and 8; p35, Vocabulary ex10; p36, Reading ex1 and 5; p36, Understanding vocabulary ex7; p38, Reading ex1 and 4; p38, Vocabulary ex8; p39, Listening ex9; p39, Grammar ex12, 13 and 14; p39, Speaking ex15; p43, Speaking ex1 and 2; p44, Vocabulary ex3 and 4; p45, Listening ex8; p45, Developing conversations ex11; p46, Reading ex1, 4 and 5; |

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| | <p>p46, Understanding vocabulary ex7; p46, Grammar ex8, 9 and 10; p48, Speaking ex1; p48, Listening ex4; p49, Vocabulary ex6 and 7; p49, Speaking ex9; p51, Speaking ex1, 2 and 3; p52, Vocabulary ex2, 4 and 5; p52, Listening ex8; p53, Grammar ex13; p54, Reading ex1 and 5; p54, Vocabulary ex7; p56, Vocabulary ex1-3 and 5; p57, Listening ex6, 7, 9 and 10; p57, Speaking ex11 and 12; p61; Speaking ex1 and 2; p58, Video 3 ex1, 3 and 5; p62, Vocabulary ex2; p63, Listening ex3, 5 and 7; p64, Speaking ex1; p64, Reading ex4 and 6; p64, Understanding vocabulary ex9; p66, Speaking ex1; p66, Vocabulary ex3; p66, Listening ex5 and 6; p67, Grammar ex7 and 9; p67, Speaking ex11; p70, Vocabulary ex2 and 3; p70, Listening ex5 and 6; p72, Speaking ex1; p72, Listening ex3 and 5; p73, Vocabulary ex12 and 13; p73, Speaking ex14; p74, Vocabulary ex1 and 4; p74-75, Understanding vocabulary ex6 and 7; p75, Reading ex9 and 10; p75, Speaking ex12; p76, Video 4 ex1, 3, 5 and 6; p79, Speaking ex1, 2 and 3; p80, Vocabulary ex2; p80, Listening ex4 and 6; p81, Grammar ex11 and 12; p82, Reading ex1, 2 and 6; p82, Listening ex8 and 9, p82, Understanding vocabulary ex11 and 12; p84, Speaking ex1; p84, Vocabulary ex3 and 5; p85, Listening ex7 and 9; p85, Speaking ex11 and 12; p87, Speaking ex1; p88, Vocabulary ex2; p88-89, Listening ex5; p89, Developing conversation ex6,7 and 9; p90, Reading ex2,3 and 6; p90, Vocabulary ex7 and 9; p92, Speaking ex1; p92, Listening ex2 and 3; p92-93, Understanding vocabulary ex7 and 9; p93, Grammar ex11; p94, Video 5 ex1, 3, 5 and 6; p97, Speaking ex1 and 2; p98, Vocabulary ex2; p99, Listening ex4 and 5; p100, Vocabulary ex1, 3 and 4; p100-101, Reading ex6 and 8; p101, Grammar ex12; p102, Listening ex1, 3, 5, and 6; p103, Understanding vocabulary ex7, 9 and 10; p103, Speaking ex11; p105, Speaking ex1, 2 and 3; p106, Vocabulary ex2; p106-107; Listening ex3 and 6; p107, Understanding vocabulary ex8, 9 and 11; p108-109, Listening, ex1, 3, 5 and 6; p109, Developing conversation ex10; p109, Vocabulary ex12; p109, Speaking ex13; p110, Speaking ex1; p110, Reading ex3 and 4; p111, Vocabulary ex6; p111, Reading ex8; p111, Grammar ex9 and 10; p111, Speaking ex11; p112, Video 6 ex1, 3 and 4; p115, Speaking ex1; p116, Vocabulary ex2 and 3; p117, Developing conversations ex7; p118, Speaking ex1; p118, Reading ex3, 5 and 6; p118, Understanding vocabulary ex7-10; p120, Speaking ex1 and 2; p120, Listening ex4, 6 and 7; p121, Grammar ex8 and 10; p123, Speaking ex1 and 2; p124, Speaking ex1; p124, Vocabulary ex2 and 3; p124, Listening ex5; p125, Developing conversations ex6, 7 and 8; p126, Reading ex1, 2 and 5; p126, Grammar ex7; p126, Understanding vocabulary ex8 and 9; p128, Vocabulary ex1, 2 and 3; p128-129, Listening ex4 and 7; p130, Video 7 ex1, 3, 4 and 5; p133, Speaking ex1 and 2; p134, Vocabulary ex1, 2 and 4; p134-135, Listening ex6 and 7; p135, Developing conversations ex9 and 10; p136, Speaking ex1; p136, Reading ex5; p136, Understanding vocabulary ex6; p137, Grammar ex9; p138, ex1; p138-139, Listening ex3-6 and 8; p139, Developing conversations ex10; p139, Understanding vocabulary ex12; p 141, Speaking ex1 and 2; p142, Vocabulary ex2; p142, Speaking ex3; p142-143, Listening ex6 and 7; p143, Developing conversations ex9 and 11; p144, Speaking ex1; p114, Reading ex3; p145, Vocabulary ex6; p145, Reading ex9; p145, Speaking ex10; p146, Speaking ex1; p146, Understanding vocabulary ex4; p146, Listening ex6 and 8; p147, Grammar ex10; p40, Video 2 ex1, 2 and 4; p148, Video 8 ex1, 3, 5 and 6; p150, Speaking ex1; p150, Writing ex3; p151, Grammar ex6; p151, Practice ex8; p152, Speaking ex1; p152, Writing ex2, 4 and 7; p153, Key words for writing ex9; p153, Practice ex11 and 14; p154, Speaking ex1; p154, Vocabulary ex4; p154, Writing ex5; p155, Key words for writing ex7; p156, Speaking, ex1; p156, Writing ex2; p157, Speaking ex6; p157, Vocabulary ex8; p157, Keyword for writing ex10; p158, Speaking ex1 and 3; p158, Writing ex5; p159, Vocabulary ex7; p159, Key words for writing ex9; p159, Practice ex10 and 11; p160, Speaking ex1 and 2; p160-161, Writing ex3 and 4; p161, Practice ex8 and 9; p162, Speaking ex1; p162, Vocabulary ex4; p162, Writing ex5 and 6; p163, Key words for writing ex9; p164, Speaking ex1; p165, Key words for writing ex7</p> |
| <p>Formal discussion (meetings):</p> <p>Can argue a formal position convincingly, responding to questions and comments and answering complex</p> | <p>p57, Speaking ex12 and 13; p129, Speaking ex10 and 11</p> |

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| lines of counter argument fluently, spontaneously and appropriately. | |
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Interaction Written

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| Overall written interaction: Can express him/herself with clarity and precision, relating to the addressee flexibly and effectively. | p159, Practice ex12 |
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Production Spoken

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| Addressing audiences: Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples. | p11, Speaking ex12 |
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Production Written

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| Overall written production: Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion. | p46, Grammar ex10; p151, Practice ex9; p153, Key words for writing ex9; p153, Practice ex12 and 14; p155, Practice ex8; p157, Practice ex11 and 12; p161, Practice ex10; p163, Practice ex10 and 11; p165, Practice ex8 and 9 |
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Communication strategies

Interaction

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| Identifying cues and inferring (spoken and written): Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next. | p13, Listening ex7; p99, Developing conversations ex6 |
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Working with text

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| Note-taking (Lectures, seminars, etc.): Can take detailed notes during a lecture on topics in his/her field of interest, recording the information so accurately and so close to the original that the notes could also be useful to other people. | p129, Listening ex6 and 8 |
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| Processing text: Can summarise long, demanding texts. | p82, Reading ex5; p90, Reading ex5; p111, Reading ex8 |
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Communicative language competence

Linguistic range

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| General linguistic range: Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say. | p9, Developing conversations ex9 and 10; p9, Conversation practice ex11 and 12; p17, Developing conversations ex6 and 7; p17, Conversation practice ex11 and 12; p21, Speaking ex9; p26, Developing conversations ex1; p27, Conversation practice ex11 and 12; p34, Developing conversations ex1 and 2; p45, Developing conversations ex9; p45, Conversation practice ex12 and 13; p48, Listening ex3; p53, Developing conversations ex9 and 10; p53, Conversation practice ex14 and 15; p63, Developing conversations ex9 and 10; p63, Conversation practice ex12; p71, Developing conversations ex7, 8 and 9; p71, Conversation practice ex10 and 11; p81, Developing conversations ex7, 8 and 9; p81, Conversation practice ex14; p89, Developing conversation ex6-9; p99, Listening ex4; p99, Developing conversations ex6-9; p99, Conversation practice ex10; p109, Developing conversations ex7 and 8; p111, Speaking ex11; p117, Developing conversations ex6; p117, Conversation practice ex8 and 9; p125, Conversation practice ex9, 10 and 11; p129, Speaking ex10 and 11; p135, Developing conversations ex8, 9 and 10; p135, Conversation practice ex11; p1389, Developing conversations ex9; p143, Conversation practice ex12 and 13 |
| Vocabulary range: Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | p7, Speaking ex2; p8, Vocabulary ex1 and 2; p9, Understanding vocabulary ex7 and 8; p13, Reading ex3; p13, Understanding vocabulary ex9 and 10; p10, Reading ex3 and 4; p11, Vocabulary ex7 and 8; p16, Vocabulary ex1-4; p18, Reading ex4, p18-19, Understanding vocabulary ex6 and 7; p20, Listening ex3; p21, Vocabulary ex7; p25, Vocabulary ex2 and 3; p28, Vocabulary ex2-5; p31, Understanding vocabulary ex5 and 8; p33, Speaking ex2; p35, Vocabulary ex9, 10 and 11; p36, Reading ex4; p36, Understanding vocabulary ex7, 8 and 9; p38, Reading ex5; p38, Vocabulary ex6, 7 and 8; p39, Listening ex9; p44, Vocabulary ex1-4; p45, Listening ex6; p46, Reading ex4; p46, Understanding vocabulary ex6 and 7; p49, Vocabulary ex5 and 6; p49, Speaking ex8; p52, Vocabulary ex1-5; p54, Reading ex4; p54, Vocabulary ex6 and 7; p56, Vocabulary ex1-5; p57, Listening ex9; p61, Speaking ex2; p62, Vocabulary ex1 and 2; p64, Reading ex5 and 6; p64, Understanding vocabulary ex7, 8 and 9; p66, Vocabulary ex2 and 3; p70, Vocabulary ex1, 2 and 3; p72, Listening ex6; p73, Vocabulary ex12 and 13; p74, Vocabulary ex1-5; p74-75, Understanding vocabulary ex6 and 7; p75, Reading ex10; p76, Video 4 ex5; p79, Speaking ex2; p80, Vocabulary ex1 and 2; p80, Listening ex5; p82, Reading ex4 and 5; p82, Vocabulary ex10, 11 and 12; p84, Vocabulary ex2-5; p88, Vocabulary ex1 and 2; p90, Reading ex3 and 5; p90, Vocabulary ex7, 8 and 9; p92-93, Understanding vocabulary ex6, 8 and 9; p94, Video 5 ex5; p97, Speaking ex2; p98, Vocabulary ex1 and 2; p100, Vocabulary ex2, 3 and 4; p103, Understanding vocabulary ex8, 9 and 10; p106, Vocabulary ex1 and 2; p107, Listening ex5; p107, Understanding vocabulary ex7-10; p109, Vocabulary range ex11 and 12; p110, Reading ex3; p111, Vocabulary ex6; p111, Reading ex8; p116, Vocabulary ex1, 2 and 3; p117, Developing conversations ex7; p118, Reading ex5; p118, Understanding vocabulary ex7-10; p120, Speaking ex2; p124, Vocabulary ex2 and 3; p126, Understanding vocabulary ex8 and 9; p128, Vocabulary ex1, 2 and 3; p128-129, Listening ex4 and 9; p134, Vocabulary ex2, 3 and 4; p134, Listening ex6; p136, Reading ex4; p136, Vocabulary ex6; p139, Understanding vocabulary ex11 and 12; p142, Vocabulary ex1 and 2; p142, Speaking ex3; p142-143, Listening ex6; p144-145, Vocabulary ex4, 5 and 6; p146, Understanding vocabulary ex2 and 3; p150, Vocabulary ex4; p152, Key words for writing ex7; p153, Writing ex6; p153, Keywords for writing ex8 and 9; p154, Vocabulary ex2, 3 and ; p155, Key words for writing ex6 and 7; p156, Writing ex4 and 5; p157, Vocabulary ex7 and 8; p157, Key words for writing ex9 and 10; p158, Vocabulary ex6 and 7; p161, Key words for writing ex5; p162, Vocabulary ex3 and 4; p163, Key words for writing ex8 and 9; p165, Writing ex4; p165, Key words for writing 6 and 7 |

Linguistic control

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| Grammatical accuracy: Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot. | p11, Grammar ex9 and 10; p19, Understanding vocabulary ex7; p21, Grammar ex4, 5 and 6; p27, Grammar ex6-10; p35, Grammar ex6, 7 and 8; p35, Conversation practice ex12 and 13; p39, Grammar ex12, 13 and 14; p45, Developing conversations ex9; p46, Grammar ex8, 9 and 10; p53, Grammar ex11, 12 and 13; p67, Grammar ex7 and 8; p72-73, Grammar ex8-11; p81, Grammar ex10-13; p93, Grammar ex10-13; p101, Grammar ex9-12; p111, Grammar ex9 and 10; p121, Grammar ex8, 9 and 10; p126, Grammar ex6 and 7; p137-137, Grammar ex7, 8 and 9; p146, Grammar ex9, 10 and 11; p151, Grammar ex5 and 6; p161, Grammar ex6 and 7 |
| Vocabulary control: Occasional minor slips, but no significant vocabulary errors. | p64, Understanding vocabulary ex8; p159, Key words for writing ex8 |
| Phonological control: Can vary intonation and place sentence stress correctly in order to express finer shades of meaning. | p22, Understanding fast speech, ex6; p31, Understanding vocabulary ex7; p40, Understanding fast speech ex7; p58, Understanding fast speech ex8; p63, Developing conversations ex8; p76, Understanding fast speech ex9; p94, Understanding fast speech ex9; p112, Understanding fast speech ex7; p126, Understanding vocabulary ex8; p130, Understanding fast speech ex8; p148, Understanding fast speech ex9 |

Sociolinguistic

| | |
|---|--|
| Sociolinguistic appropriateness: Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | p125, Developing conversations ex7 and 8; p135, Developing conversations ex8, 9 and 10 |
|---|--|

Outcomes Advanced CEFR mapping

Framework level: C1

Unit 1 Cities

Speaking (page 7)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 1, 2, 3 |
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 2 |

A real buzz about the place

Vocabulary (page 8)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 1, 2 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 2 |

Listening (pages 8-9)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|--|----------|
| OVERALL LISTENING COMPREHENSION | Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. | 3, 5 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 4, 6 |

Understanding vocabulary (page 9)

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

Developing conversations (page 9)

| COMPONENT | DESCRIPTOR | EXERCISE |
|--------------------------|---|----------|
| GENERAL LINGUISTIC RANGE | Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say. | 9, 10 |
| CONVERSATION | Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | |

Conversation practice (page 9)

| COMPONENT | DESCRIPTOR | EXERCISE |
|--------------------------|---|----------|
| GENERAL LINGUISTIC RANGE | Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say. | 11, 12 |
| CONVERSATION | Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | 12 |

Urban renewal

Reading (page 10)

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

Vocabulary (page 11)

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

Grammar (page 11)

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

Speaking (page 11)

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

Urban tales

Speaking (page 12)

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

Reading (pages 12-13)

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

Listening (page 13)

| COMPONENT | DESCRIPTOR | EXERCISE |
|---------------------------------|--|----------|
| OVERALL LISTENING COMPREHENSION | Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, | 5, 6, 7 |

| | | |
|---|---|---------|
| | though he/she may need to confirm occasional details, especially if the accent is unfamiliar. | |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 6, 7, 8 |
| IDENTIFYING CUES & INFERRING (Spoken & Written) | Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next. | 7 |

Understanding vocabulary (page 13)

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

Speaking (page 13)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| OVERALL READING COMPREHENSION | Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections. | 11 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | |

Unit 2 Relationships

Speaking (page 15)

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

Get the impression

Vocabulary (pages 16-17)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|------------|
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 1, 2, 3, 4 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 2, 4 |

| | | |
|--------------|--|---|
| CONVERSATION | Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | 5 |
|--------------|--|---|

Developing conversations (page 17)

| COMPONENT | DESCRIPTOR | EXERCISE |
|--------------------------|---|----------|
| GENERAL LINGUISTIC RANGE | Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say. | 6, 7 |
| CONVERSATION | Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | |

Listening (page 17)

| COMPONENT | DESCRIPTOR | EXERCISE |
|---|---|----------|
| UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS | Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics. | 8, 9 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 9, 10 |

Conversation practice (page 17)

| COMPONENT | DESCRIPTOR | EXERCISE |
|--------------------------|---|----------|
| GENERAL LINGUISTIC RANGE | Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say. | 11, 12 |
| CONVERSATION | Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | 12 |

Getting together

Speaking (page 18)

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

Reading (page 18)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| OVERALL READING COMPREHENSION | Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections. | 2, 3 |
| READING FOR INFORMATION & ARGUMENT | Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions. | 3 |

| | | |
|------------------------------------|---|------|
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 3, 5 |
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 4 |

Understanding vocabulary (pages 18-19)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 6, 7 |
| GRAMMATICAL ACCURACY | Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot. | 7 |
| OVERALL LISTENING COMPREHENSION | Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. | 8 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 9 |

Mixed messages

Speaking (page 20)

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

Listening (page 20)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| OVERALL LISTENING COMPREHENSION | Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. | 2, 3 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 3 |
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | |

Grammar (page 21)

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

Vocabulary (page 21)

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

Speaking (page 21)

| COMPONENT | DESCRIPTOR | EXERCISE |
|-------------------------------|---|----------|
| OVERALL READING COMPREHENSION | Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections. | 8 |
| GENERAL LINGUISTIC RANGE | Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say. | 9 |
| CONVERSATION | Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | 9, 10 |

Big city construction

Video 1 (page 22)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|------------|
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 1, 2, 4, 5 |
| WATCHING TV AND FILM | Can follow films employing a considerable degree of slang and idiomatic usage. | 3, 4 |

Understanding fast speech (page 22)

| COMPONENT | DESCRIPTOR | EXERCISE |
|---------------------------------|---|----------|
| OVERALL LISTENING COMPREHENSION | Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar | 6, 7 |

| | | |
|----------------------|--|---|
| PHONOLOGICAL CONTROL | Can vary intonation and place sentence stress correctly in order to express finer shades of meaning. | 8 |
|----------------------|--|---|

Unit 3 Culture and identity

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

Speaking (page 25)

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

Vocabulary (page 25)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 2, 3 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | |

Things are different there

Developing conversations (page 26)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| GENERAL LINGUISTIC RANGE | Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say. | 1 |
| CONVERSATION | Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 2 |

Listening (page 27)

| COMPONENT | DESCRIPTOR | EXERCISE |
|---------------------------------|--|----------|
| OVERALL LISTENING COMPREHENSION | Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. | 3, 4 |

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

Grammar (page 27)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------------|
| GRAMMATICAL ACCURACY | Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot. | 6, 7, 8, 9, 10 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 6, 8, 10 |

Conversation practice (page 27)

| COMPONENT | DESCRIPTOR | EXERCISE |
|--------------------------|---|----------|
| GENERAL LINGUISTIC RANGE | Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say. | 11, 12 |
| CONVERSATION | Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | |

It's a cultural thing

Speaking (page 28)

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

Vocabulary (page 28)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|------------|
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 2, 3, 4, 5 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 3, 4, 5 |

Reading (page 28)

| COMPONENT | DESCRIPTOR | EXERCISE |
|-------------------------------|---|----------|
| OVERALL READING COMPREHENSION | Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections. | 6, 8, 9 |

| | | |
|------------------------------------|---|----------|
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 7, 8, 10 |
| READING FOR INFORMATION & ARGUMENT | Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions. | 9 |

A United Kingdom?

Speaking (page 30)

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

Listening (page 30)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|--|----------|
| OVERALL LISTENING COMPREHENSION | Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. | 2, 3 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 4 |

Understanding vocabulary (page 31)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 5, 8 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 6, 8 |
| PHONOLOGICAL CONTROL | Can vary intonation and place sentence stress correctly in order to express finer shades of meaning. | 7 |

Listening (page 31)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|--|-----------|
| OVERALL LISTENING COMPREHENSION | Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. | 9, 11, 12 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 10, 12 |

Speaking (page 31)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 13, 14 |

Unit 4 Politics

Speaking (page 33)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 1, 2 |
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 2 |

I don't know where I stand

Developing conversations (page 34)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| GENERAL LINGUISTIC RANGE | Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say. | 1, 2 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 2 |

Listening (page 34)

| COMPONENT | DESCRIPTOR | EXERCISE |
|---|---|----------|
| UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS | Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics. | 3, 4 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 4, 5 |

Grammar (page 35)

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

Vocabulary (page 35)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|-----------|
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 9, 10, 11 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 10 |

Conversation practice (page 35)

| COMPONENT | DESCRIPTOR | EXERCISE |
|----------------------|--|----------|
| CONVERSATION | Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | 12, 13 |
| GRAMMATICAL ACCURACY | Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot. | |

No laughing matter

Reading (page 36)

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

Listening (page 36)

| COMPONENT | DESCRIPTOR | EXERCISE |
|---------------------------------|--|----------|
| OVERALL LISTENING COMPREHENSION | Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. | 6 |

Understanding vocabulary (page 36)

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

Cast your vote

Reading (page 38)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 1, 4 |
| OVERALL READING COMPREHENSION | Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections. | 2, 3 |
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 5 |

Vocabulary (page 38)

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

Listening (page 39)

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

| | | |
|---------------------------------|--|--------|
| OVERALL LISTENING COMPREHENSION | Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. | 10, 11 |
|---------------------------------|--|--------|

Grammar (page 39)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|------------|
| GRAMMATICAL ACCURACY | Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot. | 12, 13, 14 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | |

Speaking (page 39)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 15 |

Songlines of the Aborigines

Video 2 (page 40)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 1, 2, 4 |
| WATCHING TV AND FILM | Can follow films employing a considerable degree of slang and idiomatic usage. | 2, 3 |

Understanding fast speech (page 40)

| COMPONENT | DESCRIPTOR | EXERCISE |
|---------------------------------|---|----------|
| OVERALL LISTENING COMPREHENSION | Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar | 5, 6 |
| PHONOLOGICAL CONTROL | Can vary intonation and place sentence stress correctly in order to express finer shades of meaning. | 7 |

Unit 5 Going out, staying in

Speaking (page 43)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 1, 2 |

I bet that was fun

Vocabulary (page 44)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|------------|
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 1, 2, 3, 4 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 3, 4 |

Listening (pages 44-45)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| OVERALL LISTENING COMPREHENSION | Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. | 5, 6, 7 |
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 6 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 8 |

Developing conversations (page 45)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|--|----------|
| GENERAL LINGUISTIC RANGE | Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say. | 9 |
| GRAMMATICAL ACCURACY | Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot. | |
| OVERALL LISTENING COMPREHENSION | Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. | 10 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 11 |

Conversation practice (page 45)

| COMPONENT | DESCRIPTOR | EXERCISE |
|--------------------------|---|----------|
| GENERAL LINGUISTIC RANGE | Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say. | 12, 13 |

| | | |
|--------------|--|--|
| CONVERSATION | Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | |
|--------------|--|--|

Off the beaten track

Reading (page 46)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 1, 4, 5 |
| OVERALL READING COMPREHENSION | Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections. | 2, 3 |
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 4 |

Understanding vocabulary (page 46)

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

Grammar (page 46)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| GRAMMATICAL ACCURACY | Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot. | 8, 9, 10 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | |
| OVERALL WRITTEN PRODUCTION | Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion. | 10 |

It came highly recommended

Speaking (page 48)

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

Listening (page 48)

| COMPONENT | DESCRIPTOR | EXERCISE |
|---------------------------------------|---|----------|
| LISTENING TO RADIO AUDIO & RECORDINGS | Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers. | 2, 3 |
| GENERAL LINGUISTIC RANGE | Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say. | 3 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 4 |

Vocabulary (page 49)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 5, 6 |
| OVERALL READING COMPREHENSION | Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections. | 5 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 6, 7 |

Speaking (page 49)

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

Unit 6 Conflict and resolution

Speaking (page 51)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 1, 2, 3 |

Clear the air

Vocabulary (page 52)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|---------------|
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 1, 2, 3, 4, 5 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 2, 4, 5 |

Listening (page 52)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|--|----------|
| OVERALL LISTENING COMPREHENSION | Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. | 6, 7 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 8 |

Developing conversations (page 53)

| COMPONENT | DESCRIPTOR | EXERCISE |
|--------------------------|---|----------|
| GENERAL LINGUISTIC RANGE | Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say. | 9, 10 |
| CONVERSATION | Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | |

Grammar (page 53)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|------------|
| GRAMMATICAL ACCURACY | Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot. | 11, 12, 13 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 13 |

Conversation practice (page 53)

| COMPONENT | DESCRIPTOR | EXERCISE |
|--------------------------|---|----------|
| GENERAL LINGUISTIC RANGE | Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say. | 14, 15 |
| CONVERSATION | Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | |

War and peace

Reading (page 54)

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

Vocabulary (page 54)

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

A war of words

Understanding vocabulary (pages 56-57)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|---------------|
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 1, 2, 3, 4, 5 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 1, 2, 3, 5 |

| | | |
|-------------------------------|---|---|
| | | |
| OVERALL READING COMPREHENSION | Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections. | 1 |

Listening (page 57)

| COMPONENT | DESCRIPTOR | EXERCISE |
|---------------------------------------|---|-------------|
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 6, 7, 9, 10 |
| LISTENING TO RADIO AUDIO & RECORDINGS | Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers. | 7, 8, 9 |
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 9 |

Speaking (page 57)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 11, 12 |
| FORMAL DISCUSSION (MEETINGS) | Can easily keep up with the debate, even on abstract, complex unfamiliar topics. Can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately. | 13, 14 |

The Braille Hubble

Video 3 (page 58)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 1, 3, 5 |
| WATCHING TV AND FILM | Can follow films employing a considerable degree of slang and idiomatic usage. | 2, 3, 4 |

Understanding fast speech (page 58)

| COMPONENT | DESCRIPTOR | EXERCISE |
|---------------------------------|---|----------|
| OVERALL LISTENING COMPREHENSION | Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar | 6, 7 |

| | | |
|----------------------|--|---|
| PHONOLOGICAL CONTROL | Can vary intonation and place sentence stress correctly in order to express finer shades of meaning. | 8 |
|----------------------|--|---|

Unit 7 Science and research

Speaking (page 61)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 1, 2 |
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 2 |

It's a slippery slope

Vocabulary (page 62)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 1, 2 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 2 |

Listening (page 63)

| COMPONENT | DESCRIPTOR | EXERCISE |
|---|---|----------|
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 3, 5, 7 |
| UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS | Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics. | 4, 6 |

Developing conversations (page 63)

| COMPONENT | DESCRIPTOR | EXERCISE |
|--------------------------|---|----------|
| PHONOLOGICAL CONTROL | Can vary intonation and place sentence stress correctly in order to express finer shades of meaning. | 8 |
| GENERAL LINGUISTIC RANGE | Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say. | 9, 10 |

| | | |
|--------------|--|----|
| CONVERSATION | Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | 10 |
|--------------|--|----|

Conversation practice (page 63)

| COMPONENT | DESCRIPTOR | EXERCISE |
|-------------------------------|---|----------|
| OVERALL READING COMPREHENSION | Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections. | 11 |
| GENERAL LINGUISTIC RANGE | Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say. | 12 |
| CONVERSATION | Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | |

The test of time

Speaking (page 64)

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

Reading (page 64)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| READING FOR INFORMATION & ARGUMENT | Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions. | 2, 3 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 4, 6 |
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 5, 6 |

Understanding vocabulary (page 64)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 7, 8, 9 |
| VOCABULARY CONTROL | Occasional minor slips, but no significant vocabulary errors. | 8 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 9 |

Vital statistics

Speaking (page 66)

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

Vocabulary (page 66)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 2, 3 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 3 |

Listening (page 66)

| COMPONENT | DESCRIPTOR | EXERCISE |
|---------------------------------------|---|----------|
| LISTENING TO RADIO AUDIO & RECORDINGS | Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers. | 4, 5 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 5, 6 |

Grammar (page 67)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|--|----------|
| GRAMMATICAL ACCURACY | Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot. | 7, 8 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 7, 9 |
| OVERALL LISTENING COMPREHENSION | Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. | 10 |

Speaking (page 67)

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

Unit 8 Nature and nurture

Speaking (page 69)

| COMPONENT | DESCRIPTOR | EXERCISE |
|----------------------------|--|----------|
| OVERALL SPOKEN INTERACTION | Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language. | 1, 2, 3 |

Absolutely breathtaking

Vocabulary (page 70)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 1, 2, 3 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 2, 3 |

Listening (page 70)

| COMPONENT | DESCRIPTOR | EXERCISE |
|---|---|----------|
| UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS | Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics. | 4, 5 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 5, 6 |

Developing conversations (page 71)

| COMPONENT | DESCRIPTOR | EXERCISE |
|---------------------------------|--|----------|
| GENERAL LINGUISTIC RANGE | Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say. | 7, 8, 9 |
| OVERALL LISTENING COMPREHENSION | Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. | 8 |
| CONVERSATION | Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | 9 |

Conversation practice (page 71)

| COMPONENT | DESCRIPTOR | EXERCISE |
|--------------------------|---|----------|
| GENERAL LINGUISTIC RANGE | Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say. | 10, 11 |
| CONVERSATION | Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | |

Nurture not nature

Speaking (page 72)

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

Listening (page 72)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| OVERALL LISTENING COMPREHENSION | Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. | 2, 4, 7 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 3, 5 |
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 6 |

Grammar (pages 72-73)

| COMPONENT | DESCRIPTOR | EXERCISE |
|----------------------|--|--------------|
| GRAMMATICAL ACCURACY | Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot. | 8, 9, 10, 11 |
| CONVERSATION | Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | 10, 11 |

Vocabulary (page 73)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------|---|----------|
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 12, 13 |

| | | |
|------------------------------------|---|----|
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 13 |
|------------------------------------|---|----|

Speaking (page 73)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 14 |

The animal kingdom

Vocabulary (page 74)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|---------------|
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 1, 2, 3, 4, 5 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 1, 4 |
| OVERALL LISTENING COMPREHENSION | Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. | 5 |

Understanding vocabulary (pages 74-75)

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

Reading (page 75)

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

| | | |
|------------------------------------|---|----|
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 10 |
| READING FOR INFORMATION & ARGUMENT | Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions. | 11 |

Speaking (page 75)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 12 |

Baby math

Video 4 (page 76)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|------------|
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 1, 3, 5, 6 |
| WATCHING TV AND FILM | Can follow films employing a considerable degree of slang and idiomatic usage. | 2, 4 |
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 5 |

Understanding fast speech (page 76)

| COMPONENT | DESCRIPTOR | EXERCISE |
|---------------------------------|---|----------|
| OVERALL LISTENING COMPREHENSION | Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar | 7, 8 |
| PHONOLOGICAL CONTROL | Can vary intonation and place sentence stress correctly in order to express finer shades of meaning. | 9 |

Unit 9 Work

Speaking (page 79)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 1, 2, 3 |

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

Show you the ropes

Vocabulary (page 80)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 1, 2 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 2 |

Listening (pages 80)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| CONVERSATION | Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | 3, 5 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 4, 6 |
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 5 |

Developing conversations (page 81)

| COMPONENT | DESCRIPTOR | EXERCISE |
|--------------------------|---|----------|
| GENERAL LINGUISTIC RANGE | Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say. | 7, 8, 9 |
| CONVERSATION | Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | 9 |

Grammar (page 81)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------------|
| GRAMMATICAL ACCURACY | Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot. | 10, 11, 12, 13 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 11, 12 |

Conversation practice (page 81)

| COMPONENT | DESCRIPTOR | EXERCISE |
|--------------------------|---|----------|
| GENERAL LINGUISTIC RANGE | Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say. | 14 |
| CONVERSATION | Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | |

Out of the office

Reading (page 82)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 1, 2, 6 |
| OVERALL READING COMPREHENSION | Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections. | 2, 3 |
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 4, 5 |
| PROCESSING TEXT | Can summarise long, demanding texts. | 5 |

Listening (page 82)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|--|----------|
| OVERALL LISTENING COMPREHENSION | Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. | 7, 8 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 8, 9 |

Understanding vocabulary (page 82)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|------------|
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 10, 11, 12 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 11, 12 |

Working conditions

Speaking (page 84)

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

Vocabulary (page 84)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|------------|
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 2, 3, 4, 5 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 3, 5 |

Listening (page 85)

| COMPONENT | DESCRIPTOR | EXERCISE |
|---------------------------------------|---|----------|
| LISTENING TO RADIO AUDIO & RECORDINGS | Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers. | 6, 8 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 7, 9 |

Speaking (page 85)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| OVERALL READING COMPREHENSION | Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections. | 10 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 11, 12 |

Unit 10 Health and illness

Speaking (page 87)

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

Under the knife

Vocabulary (page 88)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 1, 2 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 2 |

Listening (pages 88-89)

| COMPONENT | DESCRIPTOR | EXERCISE |
|---|---|----------|
| UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS | Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics. | 3, 4 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 5 |

Developing conversations (page 89)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|------------|
| GENERAL LINGUISTIC RANGE | Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say. | 6, 7, 8, 9 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 6, 7, 9 |

Conversation practice (page 89)

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

Keep it in mind

Speaking (page 90)

| COMPONENT | DESCRIPTOR | EXERCISE |
|----------------------------|--|----------|
| OVERALL SPOKEN INTERACTION | Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language. | 1 |

Reading (page 90)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 2, 3, 6 |
| OVERALL READING COMPREHENSION | Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections. | 4, 5 |
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 3, 5 |
| PROCESSING TEXT | Can summarise long, demanding texts. | 5 |

Vocabulary (page 90)

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

Bedside manner

Speaking (page 92)

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

Listening (page 92)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|--|----------|
| OVERALL LISTENING COMPREHENSION | Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. | 2, 3 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 3, 4, 5 |

Understanding vocabulary (pages 92-93)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 6, 8, 9 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 7, 9 |

Grammar (page 93)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------------|
| GRAMMATICAL ACCURACY | Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot. | 10, 11, 12, 13 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 11 |
| CONVERSATION | Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | 12, 13 |

The cat who ate needles

Video 5 (page 94)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|------------|
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 1, 3, 5, 6 |
| WATCHING TV AND FILM | Can follow films employing a considerable degree of slang and idiomatic usage. | 2, 4, 5 |
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 5 |

Understanding fast speech (page 94)

| COMPONENT | DESCRIPTOR | EXERCISE |
|---------------------------------|---|----------|
| OVERALL LISTENING COMPREHENSION | Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar | 7, 8 |
| PHONOLOGICAL CONTROL | Can vary intonation and place sentence stress correctly in order to express finer shades of meaning. | 9 |

Unit 11 Play

Speaking (page 97)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 1, 2 |
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 1 |

They blew it

Vocabulary (page 98)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 1, 2 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 2 |

Listening (pages 98-99)

| COMPONENT | DESCRIPTOR | EXERCISE |
|---|---|----------|
| UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS | Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics. | 3, 4 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 4, 5 |
| GENERAL LINGUISTIC RANGE | Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say. | 4 |

Developing conversations (page 99)

| COMPONENT | DESCRIPTOR | EXERCISE |
|---|---|------------|
| GENERAL LINGUISTIC RANGE | Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say. | 6, 7, 8, 9 |
| CONVERSATION | Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | |
| IDENTIFYING CUES & INFERRING (Spoken & Written) | Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next. | 6 |

Conversation practice (page 99)

| COMPONENT | DESCRIPTOR | EXERCISE |
|--------------------------|---|----------|
| GENERAL LINGUISTIC RANGE | Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say. | 10 |
| CONVERSATION | Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | |

Game theory

Vocabulary (page 100)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 1, 3, 4 |
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 2, 3, 4 |

Reading (pages 100-101)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| OVERALL READING COMPREHENSION | Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections. | 5, 6 |
| READING FOR INFORMATION & ARGUMENT | Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions. | 6, 7 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 6, 8 |

Grammar (page 101)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|---------------|
| GRAMMATICAL ACCURACY | Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot. | 9, 10, 11, 12 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 12 |

Word play

Listening (page 102)

| COMPONENT | DESCRIPTOR | EXERCISE |
|---------------------------------------|---|------------|
| LISTENING TO RADIO AUDIO & RECORDINGS | Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers. | 2, 4, 5 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 1, 3, 5, 6 |

Understanding vocabulary (page 103)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 7, 9, 10 |
| OVERALL LISTENING COMPREHENSION | Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. | 7 |
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 8, 9, 10 |

Speaking (page 103)

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

Unit 12 History

Speaking (page 105)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 1, 2, 3 |

A remarkable life

Vocabulary (page 106)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 1, 2 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 2 |

Listening (pages 106-107)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 3, 6 |
| OVERALL LISTENING COMPREHENSION | Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. | 4, 5 |
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 5 |

Understanding vocabulary (page 107)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|-------------|
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 7, 8, 9, 10 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 8, 9, 11 |

Conversation practice (page 107)

| COMPONENT | DESCRIPTOR | EXERCISE |
|--------------|--|----------|
| CONVERSATION | Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | 12, 13 |

Presenting history

Listening (pages 108-109)

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

Developing conversations (page 109)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|--|----------|
| GENERAL LINGUISTIC RANGE | Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say. | 7, 8 |
| OVERALL LISTENING COMPREHENSION | Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. | 9 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 10 |

Vocabulary (page 109)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 11, 12 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 12 |

Speaking (page 109)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 13 |

History mysteries

Speaking (page 110)

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

Reading (page 110)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| OVERALL READING COMPREHENSION | Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections. | 2 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 3, 4 |
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 3 |
| OVERALL LISTENING COMPREHENSION | Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. | 5 |

Vocabulary (page 111)

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

Reading (page 111)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| OVERALL READING COMPREHENSION | Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections. | 7, 8 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 8 |
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | |

| | | |
|-----------------|--------------------------------------|--|
| PROCESSING TEXT | Can summarise long, demanding texts. | |
|-----------------|--------------------------------------|--|

Grammar (page 111)

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

Speaking (page 111)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 11 |
| GENERAL LINGUISTIC RANGE | Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say. | |

The sword Excalibur

Video 6 (page 112)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 1, 3, 4 |
| WATCHING TV AND FILM | Can follow films employing a considerable degree of slang and idiomatic usage. | 2, 3 |

Understanding fast speech (page 112)

| COMPONENT | DESCRIPTOR | EXERCISE |
|---------------------------------|---|----------|
| OVERALL LISTENING COMPREHENSION | Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar | 5, 6 |
| PHONOLOGICAL CONTROL | Can vary intonation and place sentence stress correctly in order to express finer shades of meaning. | 7 |

Unit 13 News and the media

Speaking (page 115)

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

In the headlines

Vocabulary (page 116)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 1, 2, 3 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 2, 3 |

Listening (page 117)

| COMPONENT | DESCRIPTOR | EXERCISE |
|---|---|----------|
| UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS | Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics. | 4, 5 |

Developing conversations (page 117)

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

Conversation practice (page 117)

| COMPONENT | DESCRIPTOR | EXERCISE |
|--------------------------|---|----------|
| GENERAL LINGUISTIC RANGE | Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say. | 8 |
| CONVERSATION | Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | 8, 9 |

The hunt for news

Speaking (page 118)

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

Reading (page 118)

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

Understanding vocabulary (page 118)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|-------------|
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 7, 8, 9, 10 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | |
| OVERALL LISTENING COMPREHENSION | Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. | 9 |

On the hour, every hour

Speaking (page 120)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 1, 2 |

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

Listening (page 120)

| COMPONENT | DESCRIPTOR | EXERCISE |
|---------------------------------------|---|----------|
| LISTENING TO RADIO AUDIO & RECORDINGS | Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers. | 3, 5, 6 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 4, 6, 7 |

Grammar (pages 120-121)

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

Unit 14 Business and economics

Speaking (page 123)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 1, 2 |

Business matters

Speaking (page 124)

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

Vocabulary (page 124)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------|--|----------|
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little | |

| | | |
|------------------------------------|---|------|
| | obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 2, 3 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | |

Listening (page 124)

| COMPONENT | DESCRIPTOR | EXERCISE |
|---|---|----------|
| UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS | Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics. | 4, 5 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 5 |

Developing conversations (page 124)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 6, 7, 8 |
| SOCIOLINGUISTIC APPROPRIATENESS | Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | 7, 8 |

Conversation practice (page 124)

| COMPONENT | DESCRIPTOR | EXERCISE |
|--------------------------|---|-----------|
| GENERAL LINGUISTIC RANGE | Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say. | 9, 10, 11 |
| CONVERSATION | Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | |

Banking on change

Reading (page 126)

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

Grammar (page 126)

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

Understanding vocabulary (page 126)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| PHONOLOGICAL CONTROL | Can vary intonation and place sentence stress correctly in order to express finer shades of meaning. | 8 |
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 8, 9 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | |

Any other business

Vocabulary (page 128)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 1, 2, 3 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | |

Listening (pages 128-129)

| COMPONENT | DESCRIPTOR | EXERCISE |
|---|---|----------|
| UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS | Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics. | 5, 6 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 4, 7 |
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 4, 9 |
| NOTE-TAKING (LECTURES, SEMINARS, ETC.) | Can take detailed notes during a lecture on topics in his/her field of interest, recording the information so accurately and | 6, 8 |

| | | |
|--|---|--|
| | so close to the original that the notes could also be useful to other people. | |
|--|---|--|

Speaking (page 129)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------|---|----------|
| FORMAL DISCUSSION (MEETINGS) | Can easily keep up with the debate, even on abstract, complex unfamiliar topics. Can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately. | 10, 11 |
| GENERAL LINGUISTIC RANGE | Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say. | |

Counterfeit strategy

Video 7 (page 130)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|------------|
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 1, 3, 4, 5 |
| WATCHING TV AND FILM | Can follow films employing a considerable degree of slang and idiomatic usage. | 2, 4 |

Understanding fast speech (page 130)

| COMPONENT | DESCRIPTOR | EXERCISE |
|---------------------------------|---|----------|
| OVERALL LISTENING COMPREHENSION | Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar | 6, 7 |
| PHONOLOGICAL CONTROL | Can vary intonation and place sentence stress correctly in order to express finer shades of meaning. | 8 |

Unit 15 Trends

Speaking (page 133)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 1, 2 |

In style

Vocabulary (page 134)

| COMPONENT | DESCRIPTOR | EXERCISE |
|-----------|------------|----------|
|-----------|------------|----------|

| | | |
|------------------------------------|---|---------|
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 1, 2, 4 |
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 2, 3, 4 |

Listening (pages 134-135)

| COMPONENT | DESCRIPTOR | EXERCISE |
|---|---|----------|
| UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS | Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics. | 5 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 6, 7 |
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 6 |

Developing conversations (page 135)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| SOCIOLINGUISTIC APPROPRIATENESS | Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | 8, 9, 10 |
| GENERAL LINGUISTIC RANGE | Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say. | |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 9, 10 |

Conversation practice (page 135)

| COMPONENT | DESCRIPTOR | EXERCISE |
|--------------------------|---|----------|
| GENERAL LINGUISTIC RANGE | Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say. | 11 |
| CONVERSATION | Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | |

Now trending

Speaking (page 136)

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

Reading (page 136)

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

Vocabulary (page 136)

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

Grammar (pages 136-137)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| GRAMMATICAL ACCURACY | Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot. | 7, 8, 9 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 9 |

Model behaviour

Speaking (page 138)

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

Listening (pages 138-139)

| COMPONENT | DESCRIPTOR | EXERCISE |
|---------------------------------------|---|---------------|
| LISTENING TO RADIO AUDIO & RECORDINGS | Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers. | 2, 5, 6, 7 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 3, 4, 5, 6, 8 |

Developing conversations (page 139)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| GENERAL LINGUISTIC RANGE | Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say. | 9 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 10 |

Understanding vocabulary (page 139)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 11, 12 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 12 |

Unit 16 Danger and risk

Speaking (page 141)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 1, 2 |

Accident-prone

Vocabulary (page 142)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------|---|----------|
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 1, 2 |

| | | |
|------------------------------------|---|---|
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 2 |
|------------------------------------|---|---|

Speaking (page 142)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 3 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | |

Listening (pages 142-143)

| COMPONENT | DESCRIPTOR | EXERCISE |
|---|---|----------|
| UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS | Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics. | 4, 5 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 6, 7 |
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 6 |

Developing conversations (page 143)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|--|----------|
| OVERALL LISTENING COMPREHENSION | Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. | 8, 10 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 9, 11 |

Conversation practice (page 143)

| COMPONENT | DESCRIPTOR | EXERCISE |
|--------------------------|---|----------|
| GENERAL LINGUISTIC RANGE | Can select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what he/she wants to say. | 12, 13 |
| CONVERSATION | Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | |

Compensation culture

Speaking (page 144)

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

Reading (page 144)

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

Vocabulary (pages 144-145)

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

Reading (page 145)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| OVERALL READING COMPREHENSION | Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections. | 7, 8 |
| READING FOR INFORMATION & ARGUMENT | Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions. | 7 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 9 |

Speaking (page 145)

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

| | | |
|-------------------------------|---|----|
| OVERALL READING COMPREHENSION | Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections. | 10 |
|-------------------------------|---|----|

Ignore at your peril

Speaking (page 146)

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

Understanding vocabulary (pages 146)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 2, 3 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 4 |

Listening (page 146)

| COMPONENT | DESCRIPTOR | EXERCISE |
|---------------------------------------|---|----------|
| LISTENING TO RADIO AUDIO & RECORDINGS | Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers. | 5, 7 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 6, 8 |

Grammar (page 147)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|--|-----------|
| GRAMMATICAL ACCURACY | Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot. | 9, 10, 11 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 10 |
| OVERALL LISTENING COMPREHENSION | Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. | |

Speaking (page 148)

| COMPONENT | DESCRIPTOR | EXERCISE |
|----------------------------|---|----------|
| OVERALL SPOKEN INTERACTION | Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language | 12, 13 |

Long neck women

Video 8 (page 148)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|------------|
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 1, 3, 5, 6 |
| WATCHING TV AND FILM | Can follow films employing a considerable degree of slang and idiomatic usage. | 2, 4, 5 |

Understanding fast speech (page 148)

| COMPONENT | DESCRIPTOR | EXERCISE |
|---------------------------------|---|----------|
| OVERALL LISTENING COMPREHENSION | Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar | 7, 8 |
| PHONOLOGICAL CONTROL | Can vary intonation and place sentence stress correctly in order to express finer shades of meaning. | 9 |

Writing 1 Describing visual data

Speaking (page 150)

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

Writing (page 150)

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

Vocabulary (page 150)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------|---|----------|
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 4 |

Grammar (page 151)

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

Key words for writing (page 151)

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

Practice (page 151)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 8 |
| OVERALL WRITTEN PRODUCTION | Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion. | 9 |

Writing 2 Building an argument

Speaking (page 152)

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

Writing (pages 152-153)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 2, 4, 7 |
| OVERALL READING COMPREHENSION | Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections. | 3, 5 |
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 6 |

Key words for writing (page 153)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 8, 9 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 9 |
| OVERALL WRITTEN PRODUCTION | Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion. | 10 |

Practice (page 153)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|------------|
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 11, 13 |
| OVERALL WRITTEN PRODUCTION | Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion. | 12, 13, 14 |

Writing 3 Reviews

Speaking (page 154)

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

Vocabulary (page 154)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 2, 3, 4 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 4 |

Writing (page 154)

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

Key words for writing (page 155)

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

Practice (page 155)

| COMPONENT | DESCRIPTOR | EXERCISE |
|----------------------------|---|----------|
| OVERALL WRITTEN PRODUCTION | Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion. | 8 |

Writing 4 Describing processes

Speaking (page 156)

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

Writing (page 156)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 2 |
| OVERALL READING COMPREHENSION | Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections. | 3, 5 |
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 4, 5 |

Speaking (page 157)

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

Vocabulary (page 157)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 2, 3, 4 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 4 |

Key words for writing (page 157)

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

Practice (page 157)

| COMPONENT | DESCRIPTOR | EXERCISE |
|----------------------------|---|----------|
| OVERALL WRITTEN PRODUCTION | Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion. | 11, 12 |

Writing 5 Covering letters

Speaking (page 158)

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

Writing (page 158)

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

Vocabulary (page 159)

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

Key words for writing (page 159)

| COMPONENT | DESCRIPTOR | EXERCISE |
|--------------------|---|----------|
| VOCABULARY CONTROL | Occasional minor slips, but no significant vocabulary errors. | 8 |

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

Practice (page 159)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 10, 11 |
| OVERALL WRITTEN INTERACTION | Can express him/herself with clarity and precision, relating to the addressee flexibly and effectively. | 12 |

Writing 6 Magazine articles

Speaking (page 160)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 1, 2 |

Writing (pages 160-161)

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

Key words for writing (page 161)

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

Grammar (page 161)

| COMPONENT | DESCRIPTOR | EXERCISE |
|----------------------|--|----------|
| GRAMMATICAL ACCURACY | Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot. | 6, 7 |

Practice (page 161)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 8, 9 |
| OVERALL WRITTEN PRODUCTION | Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion. | 10 |

Writing 7 Applying for funding

Speaking (page 162)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 1, 2 |

Vocabulary (page 162)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 3, 4 |
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 4 |

Writing (pages 162-163)

| COMPONENT | DESCRIPTOR | EXERCISE |
|------------------------------------|---|----------|
| INFORMAL DISCUSSION (WITH FRIENDS) | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 5, 6 |
| OVERALL READING COMPREHENSION | Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections. | 6 |
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 6, 7 |

Key words for writing (page 163)

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

Practice (page 163)

| COMPONENT | DESCRIPTOR | EXERCISE |
|----------------------------|---|----------|
| OVERALL WRITTEN PRODUCTION | Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion. | 10, 11 |

Writing 8 Giving information

Speaking (page 164)

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

Writing (pages 164-165)

| COMPONENT | DESCRIPTOR | EXERCISE |
|-------------------------------|---|----------|
| OVERALL READING COMPREHENSION | Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections. | 2, 3, 4 |
| VOCABULARY RANGE | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 4 |

Grammar (page 165)

| COMPONENT | DESCRIPTOR | EXERCISE |
|----------------------|--|----------|
| GRAMMATICAL ACCURACY | Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot. | 5 |

Key words for writing (page 165)

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

Practice (page 165)

| COMPONENT | DESCRIPTOR | EXERCISE |
|----------------------------|---|----------|
| OVERALL WRITTEN PRODUCTION | Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion. | 8, 9 |