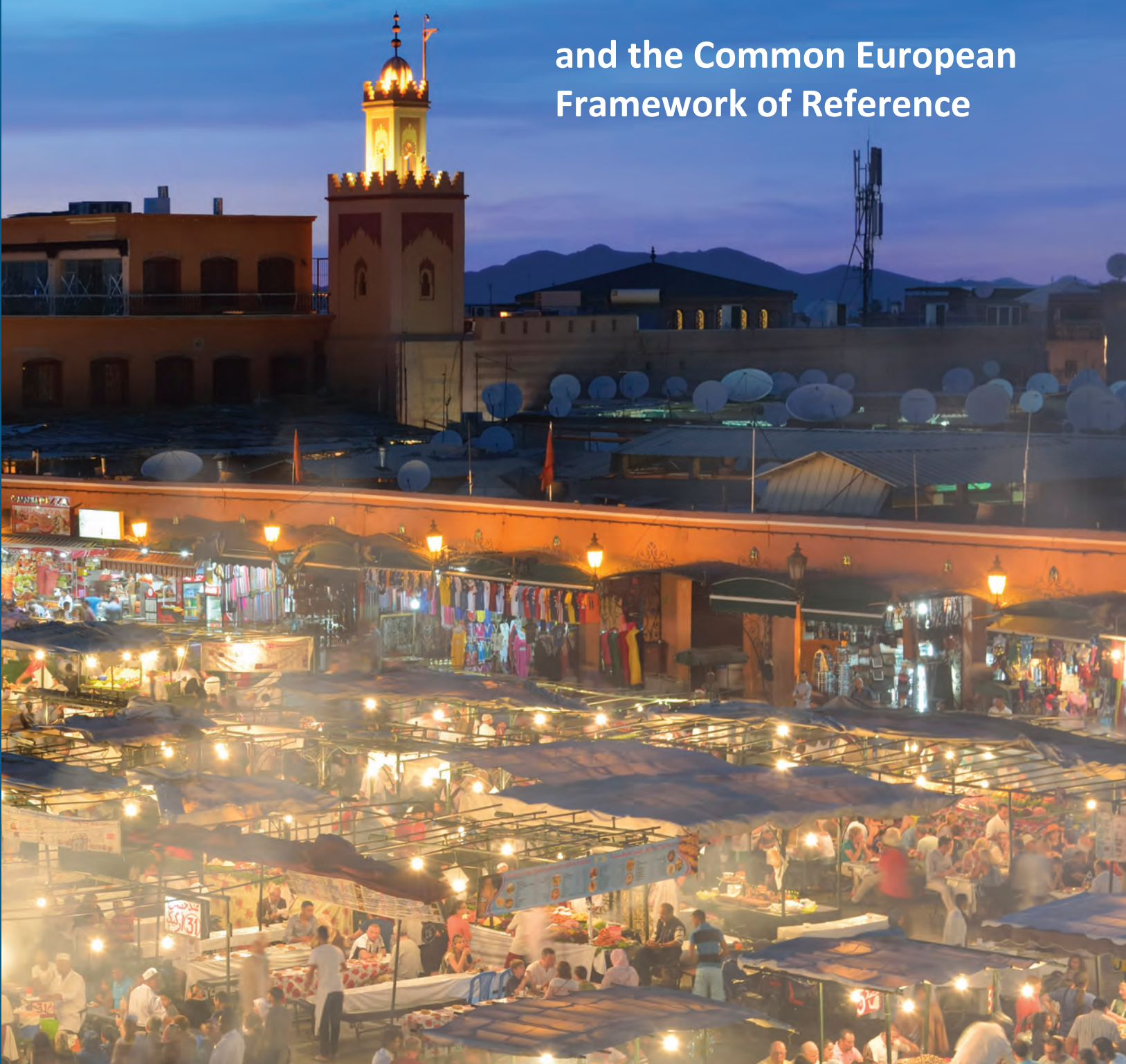


OUTCOMES

and the Common European
Framework of Reference



INTERMEDIATE
B1-B2

Introduction

What is the Common European Framework of Reference?

The Council of Europe has developed the Common European Framework of Reference for Languages (or CEFR for short) with a view to promoting language teaching and learning within Europe, and to provide a framework which permits the comparison of individuals' language levels in an impartial way.

What are the aims of the CEFR?

While the CEFR does not dictate a single method of teaching and learning, it encourages teachers and course providers to reconsider their course content, approach and assessment based on some core principles. These are stated at the beginning of the book:

1. To ensure that all sections of their populations have access to effective means of acquiring a knowledge of the languages of other member states [. . .] as well as the skills in the use of those languages that will enable them to satisfy their communicative needs [. . .]
 - 1.1 to deal with the business of everyday life in another country, and to help foreigners staying in their own country to do so;
 - 1.2 to exchange information and ideas with young people and adults who speak a different language and to communicate their thoughts and feelings to them;
 - 1.3 to achieve a wider and deeper understanding of the way of life and forms of thought of other peoples and of their cultural heritage.
2. To promote, encourage and support the efforts of teachers and learners at all levels to apply in their own situation the principles of the construction of language-learning systems [. . .]
 - 2.1 by basing language teaching and learning on the needs, motivations, characteristics and resources of learners;
 - 2.2 by defining worthwhile and realistic objectives as explicitly as possible;
 - 2.3 by developing appropriate methods and materials.

Working from these principles the CEFR encourages us to think about the 'domains' in which we use language – social, public, occupational and educational. It then suggests we consider specific situations within these domains: the people we might need to interact with, the objects we may use, the things we may read or listen to and the things we may need to do with language. It then tries to describe not only what a language user 'can do', but also what they are able to do in the language, both generally and in specific skills, domains and situations such as 'Informal discussion (with friends) or 'Formal discussion and meetings'. The CEFR also encourages and comments on areas such as intercultural awareness, self-directed learning, paralinguistics (gesture, mime, etc.), mediating (i.e. interpreting and translation), which have perhaps been less common features of ELT materials.

How are the levels of the CEFR organised?

The six levels the CEFR describes range from A1 (students with an elementary level of English) to C2 (students who can use the language fluently and with precision). However, note that there is also a level below A1. A0 is the point at which people start, with very little or no language. A1 is the first point at which we can describe a (limited) range of abilities in a number of skills and domains. For example, students probably need to be able to recognize a substantial number of words (say 300+) for basic reading and listening. The CEFR also allows for steps between

the global levels, described as A2+, B2+, etc. The main levels are summarised below:

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

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

CEFR levels, coursebooks and 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 this in the mapping to the CEFR here. We help students' self-directed learning with the Interactive Vocabulary Builder (found on the website, ngl.cengage.com/Outcomes), the Grammar reference with exercises and the online workbook. 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 use 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 Intermediate CEFR Overview

Framework level: B1-B2

Communicative activities

Reception Spoken

Overall listening comprehension: Can understand straightforward factual information about common every day or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	p44, Listening ex4, 5; p46, Listening ex2, 3; p71, Listening ex6, 7
Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.	p100, Listening ex6
Understanding interaction between native speakers: Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.	p8, Listening ex1, 2, 3; p12, Listening ex2, 3; p16, Listening ex3, 4; p18, Listening ex7, 8; p20, Listening ex2, 3; p24, Listening exB; p26-27, Listening ex8, 9; p28, Listening ex2, 3; p34, Listening ex4, 5; p36, Listening ex2
Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way. [B2]	p52, Listening ex4, 5; p56-57, Listening ex5; p57, Developing Conversations ex11; p62-63, Listening ex4, 5, 6; p64-65, Listening ex5; p74, Listening ex4, 5; p81, Listening ex5, 6; p84, Listening ex6, 7; p88-89, Listening ex5; p92-93, Listening ex5, 6; p98, Listening ex4, 5; p107, Listening ex6, 7; p110, Listening ex2, 3; p116-117, Listening ex5, 6; p120, Listening ex2, 3; p125, Listening ex6, 7; p28-129, Listening ex4, 5; p135, Listening ex4, 5, 6; p138, Listening ex4; p142, Listening ex4; p144, Listening ex4
Listening as a member of a live audience: Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.	p103, Listening ex5, 6, 8
Listening to announcements & instructions: Can follow detailed directions.	p88-89, Listening ex6
Listening to radio audio & recordings: Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.	p18, Listening ex5, 6
Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.	p126, Listening ex4

Reception Audio/Visual

Watching TV and film: Can understand a large part of many TV programmes on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear.	p22, Kenya comes to Central Park ex2, 4; p40, World Heritage Quiz ex3, 4
Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.	p58, Wheelin' and Dealin' Antiques ex1, 2, 3, 4, 5; p77, The business of cranberries ex2, 4; p94, One woman's choice ex2, 4, 5; p112, Greatest journey ex3, 5; p130, Air pollution tracking ex3, 4; p148, Bee therapy ex2, 3, 4

Reception Written

Overall reading comprehension: Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	p102, Reading ex2, 3; p118-119, Reading ex1, 7; p150, Writing ex2; p152, Writing ex4; p154, Writing ex2, 3; p156, Writing ex4; p158-159, Writing ex2, 3, 4; p160-161, Writing ex2; p162, Writing ex2, 4; p164, Writing ex5
Reading for orientation: Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	p30, Reading ex2, 4, 5; p40, World Heritage Quiz ex2; p63, Developing Conversations ex10; p66, Reading ex3, 5; p72-73, Reading ex2, 3, 4, 5; p108-109, Reading ex1, 2, 3, 4, 5, 6; p118-119, Reading ex2, 3, 4, 5, 6; p126-127, Reading ex6, 7; p136, Reading ex2, 6; p146-146, Reading ex1, 2, 3, 4; p160-161, Writing ex3, 4; p162, Writing ex5, 6
Reading for information and argument: Can identify the main conclusions in clearly signalled argumentative texts.	p10, Reading ex4, 5, 6; p18, Reading ex3
Can recognize significant points in straightforward newspaper articles on familiar subjects.	p10, Reading ex4, 5, 6; p18, Reading ex3; p38, Reading ex7, 8; p48-49, Reading exA1, 2, 3, 5
Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. [B2]	p54, Reading ex5, 6, 8; p72, Speaking ex1; p82, Reading ex2, 3, 4; p84, Speaking ex1, 2, 3; p90, Reading ex2, 3; p100, Reading ex2, 3, 4, 5; p102 Reading ex2, 3

Interaction Spoken

Conversation: Can enter unprepared into conversations on familiar topics.	p21, Speaking ex11, 12; p34-35, Grammar ex10; p37, Speaking ex12; p81, Conversation Practice ex11, 12; p83, Speaking ex8
Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.	p21, Speaking ex11, 12; p27, Conversation Practice ex12, 13, 14; p34-35, Grammar ex10

<p>Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.</p>	<p>p15, Speaking ex1, 2, 3; p16-17, Grammar ex9; p17, Grammar ex12, 13; p20-21, Grammar ex10; p21, Speaking ex11, 12; p27, Developing Conversations ex10, 11; p27, Conversation Practice ex12, 13, 14; p23, Speaking ex1, 2; p34-35, Grammar ex10; p35, Developing Conversations ex11, 12, 13; p37, Grammar ex11; p37, Speaking ex12; p38, Developing Conversations ex3, 4, 5; p38, Speaking ex11, 12; p44, Vocabulary ex1, 2; p45, Developing Conversations ex7, 8; p45, Grammar ex13; p45, Conversation Practice ex14; p46-47, Grammar ex7; p63, Grammar ex9; p63, Developing Conversations ex11; p63, Conversation Practice ex12, 13; p65, Grammar ex12; p75, Grammar ex11; p81, Conversation Practice ex11, 12; p83, Speaking ex8; p84, Vocabulary ex5; p89, Conversation Practice ex12, 13; p91, Understanding Vocabulary ex9; p92, Speaking ex1; p107, Developing Conversations ex10; p107, Conversation Practice ex11, 12; p117, Developing Conversations ex9, 10; p121, Developing Conversations ex13; p125, Conversation Practice ex12, 13; p139, Grammar ex9; p142, Listening ex6; p143, Conversation Practice ex14,15; p144, Vocabulary ex3</p>
<p>Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.</p>	<p>p15, Speaking ex1, 2, 3; p16, Vocabulary ex1, 2; p16-17, Grammar ex9; p17, Developing Conversations ex10; p17, Conversation Practice ex12, 13; p21, Speaking ex11, 12; p27, Conversation Practice ex12, 13, 14; p28, Speaking ex1, 2; p35, Developing Conversations ex11, 12, 13; p35, Conversation Practice ex14; p37, Grammar ex11; p37, Speaking ex12; p38, Developing Conversations ex3, 4, 5; p38, Speaking ex11, 12; p45, Developing Conversations ex7, 8; p45, Grammar ex13; p45, Conversation Practice ex14; p46-47, Grammar ex7; p63, Developing Conversations ex11; p63, Conversation Practice ex12, 13; p65, Grammar ex12; p73, Grammar ex11; p81, Conversation Practice ex11, 12; p89, Conversation Practice ex12, 13; p91, Understanding Vocabulary ex9; p92, Speaking ex1; p107, Conversation Practice ex11, 12; p117, Developing Conversations ex9, 10; p121, Developing Conversations ex13; p125, Conversation Practice ex12, 13; p139, Grammar ex9</p>

Informal discussion (with friends): Can give or seek personal views and opinions in discussing topics of interest.	p7, Speaking ex1; p10, Reading ex7, 10; p12, Speaking ex1; p12, Listening ex4; p13, Grammar ex10, 12; p16, Vocabulary ex1, 2; p16, Listening ex5; p18, Speaking ex1; p18, Reading ex2; p18, Listening ex5, 6; p18, Understanding Vocabulary ex9; p20, Speaking ex1; p20, Listening ex4; p22, Video 1 ex1, 3, 5; p25, Speaking ex1; p28, Listening ex1; p28, Speaking ex1, 2; p29, Grammar ex8; p29, Vocabulary ex10; p30, Reading ex1, 3; p30, Understanding Vocabulary ex8; p33, Speaking ex1; p34, Vocabulary ex3; p36, Listening ex1, 3, 4; p38, Reading ex6, 9, 10; p40, Video 2 ex1, 5; p43, Speaking ex1; p44, Vocabulary ex3; p44, Listening ex6; p46, Listening ex1, 4; p47, Vocabulary ex9; p48-49, Reading ex1, 2, 3, 5
Can express belief, opinion, agreement and disagreement politely.	p7, Speaking ex1; p12, Speaking ex1; p18, Understanding Vocabulary ex9; p20, Speaking ex1; p20, Listening ex4; p22, Video 1 ex1, 3, 5; p25, Speaking ex1; p30, Understanding Vocabulary ex8; p40, Video 2 ex1, 5;
Can express his/her thoughts about abstract or cultural topics such as music, films. Can explain why something is a problem.	p7, Speaking ex1; p12, Speaking ex1
Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.	p43, Speaking ex1; p44, Vocabulary ex3; p44, Listening ex6; p46, Listening ex1, 4; p47, Vocabulary ex9
Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. [B2]	p53, Developing Conversations ex10; p56, Speaking ex1; p56-57, Listening ex6, 7; p64, Speaking ex1; p65, Speaking ex13; p66, Reading ex1, 2, 4, 5, 6; p69, Speaking ex1; p70, Vocabulary ex1, 2, 3, 4; p79, Speaking ex1; p80, Vocabulary ex2, 4; p87, Speaking ex1, 2; p88, Vocabulary ex1, 2, 3, 4; p92-93, Listening p7; p93, Grammar ex10, 11; p97, Speaking ex1, 2; p100, Reading ex2, 3, 4, 5; p103, Listening ex7; p103, Speaking ex12, 13; p105, Speaking ex1, 2, 3; p106-107, Vocabulary ex1, 4, 5; p107, Listening ex8; p111, Vocabulary ex10; p123, Speaking ex1, 2; p125, Listening ex8; p129, Speaking ex10, 11; p138, Speaking ex1

<p>Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]</p>	<p>p51, Speaking ex1; p52, Vocabulary ex3; p52, Listening ex4, 5; p53, Developing Conversations ex10; p54, Vocabulary ex1, 2, 3, 4; p54, Reading ex5, 6, 8; p54, Speaking ex9; p56, Speaking ex1; p56, Vocabulary ex2, 3, 4; p57, Grammar ex8, 9, 10; p58, Video 3 ex1, 2, 3, 4, 5; p61, Speaking ex1; p62, Vocabulary ex1, 2, 3; p62-63, Listening ex7; p64, Vocabulary ex2, 3, 4; p64-65, Listening ex6, 7, 8; p65, Speaking ex13; p66, Reading ex1, 2, 4, 5, 6; p67, Understanding Vocabulary ex11; p69, Speaking ex1; p70, Vocabulary ex1, 2, 3, 4; p71, Listening 5, 8; p72, Speaking ex1; p72-73, Reading ex2, 3, 4, 5; p73, Grammar ex8, 9; p74, Speaking ex1; p74, Vocabulary ex1, 2; p75, Speaking ex12, 13; p77, Video 4 ex1, 3, 5; p79, Speaking ex1; p80, Vocabulary ex2, 4; p81, Listening ex7; p82, Speaking ex1; p82, Reading ex2, 3, 4; p83, Speaking ex8; p84, , Speaking ex1, 2, 3; p84, Listening ex6, 7; p84-85, Grammar ex8, 9; p87, Speaking ex1, 2; p88, Vocabulary ex1, 2, 3, 4; p90, Reading ex1, 2, 4; p91, Grammar ex5, 6, 7; p92, Speaking ex1; p92, Vocabulary ex3, 4; p92-93, Listening ex7; p93, Grammar ex10, 11; p94, Video 5 ex1, 3, 6; p97, Speaking ex1, 2; p98, Vocabulary ex1, 2; p100, Speaking ex1; p100, Reading ex2, 3, 4, 5; p100, Vocabulary ex8; p102, Reading ex1, 4; p103, Listening ex7; p103, Speaking ex12, 13; p105, Speaking ex1, 2, 3; p106-107, Vocabulary ex1, 4, 5; p107, Listening ex8; p108-109, Reading ex1, 2, 3, 4, 5, 6; p109, Speaking ex7; p111, Vocabulary ex10; p112, Video 6 ex2, 4, 6; p115, Speaking ex1, 2, 3; p116, Vocabulary ex2, 4; p116-117, Listening ex7; p117, Understanding Vocabulary ex13; p118-119, Reading ex1, 7; p120, Speaking ex1; p120, Listening ex4; p123, Speaking ex1, 2; p124, Vocabulary ex4, 5; p125, Listening ex8; p126, Speaking ex1; p126, Vocabulary ex3; p126, Listening ex5; p127, Grammar ex10; p128, Speaking ex1; p128, Vocabulary ex3; p128-129, Listening ex6; p129, Grammar ex9; p129, Speaking ex10, 11; p130, Video 7 ex1, 5; p133, Speaking ex1; p135, Grammar ex8; p136, Reading ex1, 3, 4, 5, 7; p136, Vocabulary ex9, 11; p138, Vocabulary ex3; p141, Speaking ex2; p143, Speaking ex8; p144, Speaking ex1; p144, Speaking ex5; p146-147 Reading ex1, 2, 3, 4; p147, Speaking ex7, 8; p148, Video 8 ex1, 5; p150, Speaking ex1; p150, Writing ex4; p152, Speaking ex1; p153, Speaking ex5; p153, Vocabulary ex8, 9; p154, Speaking ex1; p154, Speaking ex4; p156, Speaking ex1; p156, Writing ex5; p157, Vocabulary ex7; p158, Speaking ex1; p160, Speaking ex1; p160, Writing ex2; p161, Vocabulary ex6; p161, Key Words for Writing ex9; p162, Speaking ex1; p162, Writing ex3; p162-163, Grammar ex8; p163, Practice ex12; p164, Speaking ex1; p164, Writing ex5</p>
<p>Goal-oriented co-operation: Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.</p>	<p>p125, Developing Conversations ex11; p125, Conversation Practice ex12, 13; p159, Practice ex11, 12, 13</p>
<p>Transactions to obtain goods and services: Can cope with less routine situations in shops, post office, bank, e.g. returning an unsatisfactory purchase. Can make a complaint.</p>	<p>p53, Conversation Practice ex11, 12; p57, Speaking ex15</p>

Information exchange: Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.	p135, Listening ex4, 5, 6; p135, Conversation Practice ex12, 13; p144-145, Grammar ex9
Can summarise and give his or her opinion about a short story, article, talk, discussion interview, or documentary and answer further questions of detail.	p26-27, Listening ex7;
Can find out and pass on straightforward factual information.	p8, Listening ex1, 2, 3; p9, Developing Conversations ex12, 13, 14; p9, Conversation Practice ex15, 16; p10, Vocabulary ex3; p89, Developing Conversations ex10, 11; p89, Conversation Practice ex12, 13;
Can ask for and follow detailed directions.	p89, Developing Conversations ex10, 11; p89, Conversation Practice ex12, 13;
Can obtain more detailed information.	p8, Listening ex1, 2, 3; p9, Developing Conversations ex12, 13, 14; p9, Conversation Practice ex15, 16; p10, Vocabulary ex3; p89, Developing Conversations ex10, 11; p89, Conversation Practice ex12, 13; p135, Listening ex4, 5, 6; p135, Conversation Practice ex12, 13; p144-145, Grammar ex9
Interviewing and being interviewed: Can provide concrete information required in an interview/consultation (e.g. describe symptoms to a doctor) but does so with limited precision.	p7, Speaking ex2; p9, Grammar ex11; p9, Developing Conversations ex12, 13, 14; p9 Conversation Practice ex15, 16; p35, Developing Conversations ex11, 12, 13;
Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.	p7, Speaking ex2; p9, Grammar ex11; p9, Developing Conversations ex12, 13, 14; p9 Conversation Practice ex15, 16; p35, Developing Conversations ex11, 12, 13; p63, Conversation Practice ex12, 13

Interaction Written

Overall written interaction: Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision.	p162-163, Grammar Ex9
Correspondence: Can write personal letters describing experiences, feelings and events in some detail.	p151, Practice ex11; p153, Practice ex10

Production Spoken

Sustained monologue (describing experience): Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest.	p13, Speaking ex13, 14; p36, Vocabulary ex7; p49, Speaking ex9; p71, Developing Conversations ex10; p74, Vocabulary ex3; p81, Developing Conversations ex10; p85, Developing Conversations ex13; p99, Conversation Practice ex12; p100, Vocabulary ex8; p109, Grammar ex10; p110, Listening ex4; p117, Conversation Practice ex14; p129, Speaking ex11; p138, Listening ex6; p139, Speaking ex10
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Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions.	p13, Speaking ex13, 14; p36, Vocabulary ex7; p49, Speaking ex9; p71, Developing Conversations ex10; pp10, Speaking ex7; p117, Conversation Practice ex14; p119, Grammar ex10, 11, 12; p120, Speaking ex1; p139, Speaking ex10; p142, Listening ex5; p143, Conversation Practice ex14, 15
Can relate details of unpredictable occurrences, e.g., an accident.	p13, Speaking ex13, 14; p36, Vocabulary ex7; p49, Speaking ex9; p117, Conversation Practice ex14; p119, Grammar ex10, 11, 12; p120, Speaking ex1; p139, Speaking ex10;
Can describe dreams, hopes and ambitions.	p154, Speaking ex4
Can describe events, real or imagined.	p13, Speaking ex13, 14; p49, Speaking ex9; p98, Vocabulary ex3; p99, Conversation Practice ex12; p100, Speaking ex1; p109, Grammar ex10; p110, Listening ex4; p111, Grammar ex8; p115, Speaking ex1, 2, 3; p117, Conversation Practice ex14; p120, Speaking ex1; p141, Speaking ex1; p142, Vocabulary ex3; p154, Speaking ex4; p158, Speaking ex1
Can narrate a story.	p13, Speaking ex13, 14; p49, Speaking ex9; p98, Vocabulary ex3; p99, Conversation Practice ex12; p100, Speaking ex1; p109, Grammar ex10; p110, Listening ex4; p111, Grammar ex8; p115, Speaking ex1, 2, 3; p117, Conversation Practice ex14; p120, Speaking ex1; p141, Speaking ex1; p142, Vocabulary ex3;
Addressing audiences: Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.	p26, Vocabulary ex6

Production Written

Overall written production: Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence.	p30, Understanding Vocabulary ex7
Creative writing: Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest. [B2]	p71, Conversation Practice ex11; p136, Reading ex8
Can write accounts of experiences, describing feelings and reactions in simple connected text.	p13, Grammar ex11, 12; p75, Grammar ex10; p117, Conversation Practice ex14; p155, Practice ex13
Can write a description of an event, a recent trip – real or imagined.	p13, Grammar ex11, 12; p121, Grammar ex9, 10, 11; p155, Practice ex13
Can narrate a story.	p13, Grammar ex11, 12; p155, Practice ex13
Reports and essays: Can write short, simple essays on topics of interest.	p163, Practice ex14;

Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.	p163, Practice ex14;
Can write very brief reports to a standard conventionalized format, which pass on routine factual information and state reasons for actions.	p161, Practice ex10; p165, Practice ex9

Communication strategies

Reception

Identifying cues and inferring: Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	p17, Developing Conversations ex10
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Interaction

Taking the floor (turntaking): Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.	p31, Grammar ex13
Cooperating: Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going.	p71, Conversation Practice ex12; p72-73, Reading ex2, 3, 4, 5
Can summarise the point reached in a discussion and so help focus the talk.	p71, Conversation Practice ex12
Planning: Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	p151, Practice ex10; p155, Practice ex11, 12, B; p159, Practice ex11, 12, 13; p163, Practice ex13

Communicative language competence

Vocabulary range: Has a sufficient vocabulary to express him/ herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.	p8, Vocabulary ex4, 5, 6; p10, Vocabulary ex1, 2; p10, Reading ex8, 9; p16, Vocabulary ex1, 2; p18, Speaking ex1; p18, Reading ex4; p18, Understanding Vocabulary ex7, 8; p26, Vocabulary ex1, 2, 3; p29, Vocabulary ex9; p30, Understanding Vocabulary ex6; p34, Vocabulary ex1, 2; p36, Vocabulary ex5, 6; p38, Vocabulary ex1, 2; p44, Vocabulary ex1, 2; p47, Vocabulary ex8; p48-49, Reading ex4; p49, Understanding Vocabulary ex6
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Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	p52, Vocabulary ex1, 2; p54, Vocabulary ex1, 2, 3, 4; p54, Reading ex7; p56, Vocabulary ex2, 3, 4; p57, Developing Conversations ex11; p62, Vocabulary ex1, 2, 3; p64, Vocabulary ex2, 3, 4; p64-65, Listening ex6, 7, 8; p67, Understanding Vocabulary ex7, 10; p70, Vocabulary ex1, 2, 3, 4; p71, Developing Conversations ex9; p80, Vocabulary ex1, 2, 3; p82, Vocabulary ex5; p84, Vocabulary ex4; p88, Vocabulary ex1, 2, 3, 4; p89, Developing Conversations ex7; p92, Vocabulary ex2, 3; p98, Vocabulary ex1, 2; p100, Reading ex2, 3, 4, 5; p100, Vocabulary ex7; p106-107, Vocabulary ex106-107; p108-109, Reading ex1, 2, 3, 4, 5, 6; p111, Vocabulary ex9; p112, Greatest Journey ex1; p115, Speaking ex1, 2, 3; p116, Vocabulary ex1, 3; p116-177, Listening ex5, 6; p117, Understanding Vocabulary p11, 12; p120, Listening ex2, 3; p120, Understanding Vocabulary ex5, 8; p121, Developing Conversations ex12; p123, Speaking ex1, 2; p124, Vocabulary ex1, 2, 3; p125, Listening ex6, 7; p125, Developing Conversations ex9; p126, Vocabulary ex2, 3; p128, Vocabulary ex2, 3; p130, Air pollution tracking ex2; p134, Vocabulary ex1; p136, Understanding Vocabulary ex9, 10, 11; p138, Vocabulary ex2, 3; p142, Vocabulary ex1, 2; p144, Vocabulary ex2; p146-147, Reading ex5, 6; p148, Bee therapy ex1; p150, Writing ex3; p151, Key Words for Writing ex5; p153, Vocabulary ex8, 9; p154, Writing ex2, 3; p155, Vocabulary ex8, 9, 10; p156, Speaking ex1; p157, Vocabulary ex6; p157, Key Words for Writing ex8, 9; p158-159, Writing ex5, 6; p159, Key Words for Writing ex7, 8, 9; p159, Vocabulary ex10; p161, Vocabulary ex5; p161, Key Words for Writing ex7, 8; p164, Speaking ex2, 3, 4; p165, Key Words for Writing ex6
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Linguistic – range

Linguistic control

Grammatical accuracy: Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.	p16-17, Grammar ex6, 7, 8
Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	p9, Grammar ex7, 10; p13, Grammar ex5, 6, 7, 11; p16-17, Grammar ex6, 7, 8; p20-21, Grammar ex5, 6, 9; p29, Grammar ex6, 7; p31, Grammar ex9, 10, 11, 12; p34-35, Grammar ex6, 7, 8; p37, Grammar ex8, 9; p45, Grammar ex9, 10; p46-47, Grammar ex5, 6

Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	p53, Grammar ex6, 7, 8; p53, Grammar ex9; p57, Grammar ex8, 9, 10; p63, Grammar ex8; p65, Grammar ex9, 10, 11; p73, Grammar ex6, 7, 8, 9; p75, Grammar ex6, 7; p81, Developing Conversations ex9; p83, Grammar ex6, 7; p84-85, Grammar ex8, 9; p85, Developing Conversations ex10; p91, Grammar ex5, 6, 7; p91, Understanding Vocabulary ex8; p93, Grammar ex8, 9; p99, Grammar ex8; p99, Developing Conversations ex10, 11; p103, Grammar ex9, 10; p107, Developing Conversations ex9; p109, Grammar ex8, 9; p111, Grammar ex5, 6; p117, Developing Conversations ex8; p119, Grammar ex8, 9; p120, Understanding Vocabulary ex5, 8; p121, Grammar ex9, 10, 11; p127, Grammar ex8, 9; p129, Grammar ex7, 8, 9; p135, Grammar ex7, 8, 9; p135, Developing Conversations ex10, 11; p139, Grammar ex7, 8; p143, Grammar ex7; p143, Developing Conversations ex9, 10, 13; p144-145, Grammar ex6, 7, 8; p151, Grammar ex7, 8, 9; p152, Writing ex2, 3, 4; p153, Grammar ex6, 7; p155, Key Words for Writing ex5, 6, 7; p156, Grammar ex2, 3; p161, Key Words for Writing ex7, 8; p162-163 ex7; p163, Key Words for Writing ex10, 11; p165, Grammar ex7, 8
Phonological control: Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	p9, Pronunciation ex8, 9; p13, Pronunciation ex8, 9; p17, Pronunciation ex11; p21, Pronunciation ex7, 8; p22, Understanding Fast Speech ex6, 7; p26, Pronunciation ex4, 5; p35, Pronunciation ex9; p37, Pronunciation ex10; p45, Pronunciation ex11, 12; p49, Pronunciation ex7, 8
Has a clear, natural, pronunciation and intonation.	p57, Pronunciation ex13, 14; p58, Understanding Fast Speech ex6, 7; p67, Pronunciation ex8, 9; p75, Pronunciation ex8, 9; p76, Understanding Fast Speech ex6, 7; p81, Pronunciation ex8; p85, Pronunciation ex11, 12; p89, Pronunciation ex8, 9; p94, Understanding Fast Speech ex7, 8; p98, Pronunciation ex6, 7; p106, Pronunciation ex2, 3; p111, Pronunciation ex7; p112, Understanding Fast Speech ex7, 8; p121, Pronunciation ex6, 7; p125, Pronunciation ex10; p130, Understanding Fast Speech ex6, 7; p143, Pronunciation ex11, 12; p148, Understanding Fast Speech ex6, 7

Sociolinguistic

Sociolinguistic appropriateness: Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	p91, Understanding Vocabulary ex9
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Pragmatic

Flexibility: Can adapt his/her expression to deal with less routine, even difficult, situations.	p134, Vocabulary ex2
Can exploit a wide range of simple language flexibly to express much of what he/she wants.	p134, Vocabulary ex2

Taking the floor (turntaking): Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.	p31, Grammar ex13
Thematic development: Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	p134, Vocabulary ex3
Coherence: Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	p27, Developing Conversations ex10; p84, Vocabulary ex5; p99, Grammar ex9; p103, Grammar ex11; p138, Listening ex5; p153, Grammar ex7; p155, Key Words for Writing ex5, 6, 7; p159, Key Words for Writing ex7, 8, 9; p163, Key Words for Writing ex10, 11

Outcomes Intermediate CEFR mapping

Framework level: B1-B2

Unit 1 First Class Speaking (page 7)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement and disagreement politely. Can express his/her thoughts about abstract or cultural topics such as music, films. Can explain why something is a problem.	1
Interviewing and being interviewed	Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions. Can provide concrete information required in an interview but does so with limited precision.	2

Nice to meet you Listening (page 8)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.	1, 2, 3
Information exchange	Can find out and pass on straightforward factual information. Can obtain more detailed information.	

Vocabulary (page 8)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel and current events.	4, 5, 6

Grammar (page 9)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	7, 10
Interviewing and being interviewed	Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions. Can provide concrete information required in an interview but does so with limited precision.	11

Pronunciation (page 9)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	8, 9

Developing Conversations (page 9)

COMPONENT	DESCRIPTOR	EXERCISE
Information exchange	Can find out and pass on straightforward factual information. Can obtain more detailed information.	12, 13, 14
Interviewing and being interviewed	Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions. Can provide concrete information required in an interview but does so with limited precision.	

Conversation Practice (page 9)

COMPONENT	DESCRIPTOR	EXERCISE
Information exchange	Can find out and pass on straightforward factual information. Can obtain more detailed information.	15, 16
Interviewing and being interviewed	Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions. Can provide concrete information required in an interview but does so with limited precision.	

Talking my language Vocabulary (page 10)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel and current events.	1, 2
Information exchange	Can find out and pass on straightforward factual information. Can obtain more detailed information.	3

Reading (page 10)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for information & argument	Can identify the main conclusions in clearly signalled argumentative texts. Can recognize significant points in straightforward newspaper articles on familiar subjects.	4, 5, 6
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	7, 10
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel and current events.	8, 9

Putting your words to work

Speaking (page 12)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement and disagreement politely. Can express his/her thoughts about abstract or cultural topics such as music, films. Can explain why something is a problem.	1

Listening (page 12)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.	2, 3
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	4

Grammar (page 13)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	5, 6, 7, 11
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	10, 12
Creative writing	Can write accounts of experiences, describing feelings and reactions in simple connected text. Can write a description of an event, a recent trip - real or imagined. Can narrate a story.	11, 12

Pronunciation (page 13)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	8, 9

Speaking (page 13)

COMPONENT	DESCRIPTOR	EXERCISE
Sustained monologue: Describing experience	Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions. Can relate details of unpredictable occurrences, e.g., an accident.	13, 14

Unit 2 Feelings

Speaking (page 15)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	1, 2, 3

Are you ok?

Vocabulary (page 16)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel and current events.	1, 2
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	
Conversation	Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	

Listening (page 16)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.	3, 4
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	5

Grammar (pages 16-17)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations. Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.	6, 7, 8
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	9

Developing Conversations (page 17)

COMPONENT	DESCRIPTOR	EXERCISE
Identifying cues & inferring	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	10
Conversation	Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	

Pronunciation (page 17)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	11

Conversation Practice (page 17)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	12, 13

Hugs and kisses

Speaking (page 18)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel and current events.	1
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	

Reading (page 18)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	2
Reading for information & argument	Can identify the main conclusions in clearly signalled argumentative texts. Can recognize significant points in straightforward newspaper articles on familiar subjects.	3
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel and current events.	4

Listening (page 18)

COMPONENT	DESCRIPTOR	EXERCISE
Listening to radio audio & recordings	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.	5, 6
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	

Understanding Vocabulary (page 18)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel and current events.	7, 8
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement and disagreement politely	9

It's so good to see you!

Speaking (page 20)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement and disagreement politely.	1

Listening (page 20)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.	2, 3
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement and disagreement politely	4

Grammar (pages 20-21)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	5, 6, 9
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow.	10

Pronunciation (page 21)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	7, 8

Speaking (page 21)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can enter unprepared into conversations on familiar topics. Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	11, 12

Video 1

Kenya comes to Central Park (page 22)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement and disagreement politely	1, 3, 5
Watching TV and film	Can understand a large part of many TV programmes on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear.	2, 4

Understanding Fast Speech (page 22)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	6, 7

Unit 3 Time Off Speaking (page 25)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement and disagreement politely.	1

Can you recommend anywhere?

Vocabulary (page 26)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel and current events.	1, 2, 3
Addressing audiences	Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.	6

Pronunciation (page 26)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	4, 5

Listening (pages 26-27)

COMPONENT	DESCRIPTOR	EXERCISE
Information exchange	Can summarise and give his or her opinion about a short story, article, talk, discussion interview, or documentary and answer further questions of detail.	7
Understanding interaction between native speakers	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.	8, 9

Developing Conversations (page 27)

COMPONENT	DESCRIPTOR	EXERCISE
Coherence	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	10
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow.	11

Conversation Practice (page 27)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. Can maintain a conversation or discussion but may sometimes be difficult to follow. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	12, 13, 14

My kind of holiday

Listening (page 28)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	1
Understanding interaction between native speakers	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.	2, 3

Speaking (page 28)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	1, 2
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	

Grammar (page 29)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	6, 7
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	8

Vocabulary (page 29)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel and current events.	9
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	10

A complete disaster

Reading (page 30)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	1, 3
Reading for orientation	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	2, 4, 5

Understanding Vocabulary (page 30)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel and current events.	6
Overall written production	Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence.	7

Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement and disagreement politely	8
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Grammar (page 31)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	9, 10, 11, 12
Taking the floor (turntaking)	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.	13

Unit 4 Interests Speaking (page 33)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	1

Making the most of your time

Vocabulary (page 34)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel and current events.	1, 2
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	3

Listening (page 34)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.	4, 5

Grammar (pages 34-35)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	6, 7, 8
Conversation	Can enter unprepared into conversations on familiar topics. Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. Can maintain a conversation or discussion but may sometimes be difficult to follow.	10

Pronunciation (page 35)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	9

Developing Conversations (page 35)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	11, 12, 13
Interviewing and being interviewed	Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions. Can provide concrete information required in an interview but does so with limited precision.	

Conversation Practice (page 35)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	14

Hidden Talent

Listening (page 36)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	1, 3, 4
Understanding interaction between native speakers	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.	2

Vocabulary (page 36)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel and current events.	5, 6
Sustained monologue: Describing experience	Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions. Can relate details of unpredictable occurrences, e.g., an accident.	7

Grammar (page 37)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	8, 9
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	11

Pronunciation (page 37)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	10

Speaking (page 37)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can enter unprepared into conversations on familiar topics. Can maintain a conversation or discussion but may sometimes be difficult to follow. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	12

The Soundtrack of Our Lives

Vocabulary (page 38)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel and current events.	1, 2

Developing Conversations (page 38)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	3, 4, 5

Reading (page 38)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	6, 9, 10
Reading for information & argument	Can recognise significant points in straightforward newspaper articles on familiar subjects.	7, 8

Speaking (page 38)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	11, 12

Video 2

World Heritage Quiz (page 40)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest. Can express belief, opinion, agreement and disagreement politely	1, 5
Watching TV and film	Can understand a large part of many TV programmes on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear.	3, 4
Reading for orientation	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	2

Unit 5 Working Life Speaking (page 43)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest. Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e.g. an outing). Can express belief, opinion, agreement and disagreement politely.	1

That Must Be Stressful

Vocabulary (page 44)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel and current events.	1, 2
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow.	
Informal discussion (with friends)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest.	3

Listening (page 44)

COMPONENT	DESCRIPTOR	EXERCISE
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	4, 5
Informal discussion (with friends)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest.	6

Developing Conversations (page 45)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	7, 8

Grammar (page 45)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	9, 10
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	13

Pronunciation (page 45)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	11, 12

Conversation Practice (page 45)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	14

It's Against the Rules

Listening (page 46)

COMPONENT	DESCRIPTOR	EXERCISE
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	2, 3
Informal discussion (with friends)	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect. Can give or seek personal views and opinions in discussing topics of interest.	1, 4

Grammar (pages 46-47)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	5, 6
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	7

Vocabulary (page 47)

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

Someone has to do it

Reading (pages 48-49)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel and current events.	4
Reading for information & argument	Can recognize significant points in straightforward newspaper articles on familiar subjects.	1, 2, 3, 5
Informal discussion (with friends)	Can give or seek personal views and opinions in discussing topics of interest.	

Understanding Vocabulary (page 49)

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

Pronunciation (page 49)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	7, 8

Speaking (page 49)

COMPONENT	DESCRIPTOR	EXERCISE
Sustained monologue: Describing experience	Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions.	9

Unit 6 Buying and Selling

Speaking (page 51)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	1

Time to Upgrade Vocabulary (page 52)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	1, 2
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	3

Listening (page 52)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	4, 5
Understanding interaction between native speakers	Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way. [B2]	

Grammar (page 53)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. [B2]	6, 7, 8

Developing Conversations (page 53)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. [B2]	9
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2] Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. [B2]	10

Conversation Practice (page 53)

COMPONENT	DESCRIPTOR	EXERCISE
Transactions to obtain goods & services	Can cope with less routine situations in shops, post office, bank, e.g. returning an unsatisfactory purchase. Can make a complaint.	11, 12

Shop till you drop

Vocabulary (page 54)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	1, 2, 3, 4
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	

Reading (page 54)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	7
Reading for information & argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. [B2]	5, 6, 8
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	

Speaking (page 54)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	9

Souvenir shop

Speaking (page 56)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2] Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. [B2]	1

Vocabulary (page 56)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	2, 3, 4
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	

Listening (pages 56-57)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way. [B2]	5
Informal discussion (with friends)	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. [B2]	

Grammar (page 57)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. [B2]	8, 9, 10
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	

Developing Conversations (page 57)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way. [B2]	11

Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	12
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Pronunciation (page 57)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Has a clear, natural, pronunciation and intonation. [B2]	13, 14

Speaking (page 57)

COMPONENT	DESCRIPTOR	EXERCISE
Transactions to obtain goods & services	Can cope with less routine situations in shops, post office, bank, e.g. returning an unsatisfactory purchase. Can make a complaint.	15

Video 3

Wheelin' and Dealin' Antiques (page 58)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	1, 2, 3, 4, 5
Watching TV and film	Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect. [B2]	

Understanding Fast Speech (page 58)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Has a clear, natural, pronunciation and intonation. [B2]	6, 7

Unit 7 Education Speaking (page 61)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	1

How's your course going?

Vocabulary (page 62)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	1, 2, 3
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	

Listening (pages 62-63)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way. [B2]	4, 5, 6
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	7

Grammar (page 63)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. [B2]	8
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow.	9

Developing Conversations (page 63)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for orientation	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	10
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	11

Conversation Practice (page 63)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	12, 13
Interviewing and being interviewed	Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.	

Pay attention

Speaking (page 64)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. [B2]	1

Vocabulary (page 64)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	2, 3, 4
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	

Listening (pages 64-65)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way. [B2]	5
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	6, 7, 8
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	

Grammar (page 65)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. [B2]	9, 10, 11
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	12

Speaking (page 65)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2] Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. [B2]	13

Making a difference

Reading (page 66)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for orientation	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	3, 5
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2] Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. [B2]	1, 2, 4, 5, 6

Understanding Vocabulary (page 67)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	7, 10
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	11

Pronunciation (page 67)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Has a clear, natural, pronunciation and intonation. [B2]	

Unit 8 Eating Speaking (page 69)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2] Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. [B2]	1

Vocabulary (page 70)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	1, 2, 3, 4
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2] Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. [B2]	

Listening (page 71)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	5, 8
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	6, 7

Developing Conversations (page 71)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	9
Sustained monologue: Describing experience	Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions.	10

Conversation Practice (page 71)

COMPONENT	DESCRIPTOR	EXERCISE
Creative writing	Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest. [B2]	11
Cooperating	Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going. Can summarise the point reached in a discussion and so help focus the talk.	12

Culture clash

Speaking (page 72)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for information & argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. [B2]	1
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	

Reading (pages 72-73)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for orientation	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	

Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	2, 3, 4, 5
Cooperating	Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going.	

Grammar (page 73)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. [B2]	6, 7, 8, 9
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	8, 9

What a place!

Speaking (page 74)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	1

Vocabulary (page 74)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	1, 2
Sustained monologue: Describing experience	Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest.	3

Listening (page 74)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way. [B2]	4, 5

Grammar (page 75)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. [B2]	6, 7
Creative writing	Can write accounts of experiences, describing feelings and reactions in simple connected text.	10

Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	11
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Pronunciation (page 75)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Has a clear, natural, pronunciation and intonation. [B2]	

Speaking (page 75)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	12, 13

Video 4

The business of cranberries (page 77)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	1, 3, 5
Watching TV and film	Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect. [B2]	2, 4

Understanding Fast Speech (page 76)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Has a clear, natural, pronunciation and intonation. [B2]	6, 7

Unit 9 Houses

Speaking (page 79)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2] Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. [B2]	1

Home sweet home Vocabulary (page 80)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	1, 2, 3

Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2] Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. [B2]	2, 4
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Listening (page 81)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way. [B2]	5, 6
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	7

Pronunciation (page 81)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Has a clear, natural, pronunciation and intonation. [B2]	8

Developing Conversations (page 81)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. [B2]	9
Sustained monologue: Describing experience	Can give straightforward descriptions on a variety of familiar subjects related to his/her field of interest.	10

Conversation Practice (page 81)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can enter unprepared into conversations on familiar topics. Can maintain a conversation or discussion but may sometimes be difficult to follow. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	11, 12

Housing bubble

Speaking (page 82)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	1

Reading (page 82)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for information & argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. [B2]	2, 3, 4
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	

Vocabulary (page 82)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	5

Grammar (page 83)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. [B2]	6, 7

Speaking (page 83)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	8
Conversation	Can enter unprepared into conversations on familiar topics. Can maintain a conversation or discussion but may sometimes be difficult to follow.	

Room to rent

Speaking (page 84)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	1, 2, 3
Reading for information & argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. [B2]	

Vocabulary (page 84)

COMPONENT	DESCRIPTOR	EXERCISE
Coherence	Can link a series of shorter, discrete simple elements into a connected linear sequence of points.	5
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	4

Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow.	5
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Listening (page 84)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way. [B2]	6, 7
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	

Grammar (pages 84-85)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. [B2]	8, 9
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	

Developing Conversations (page 85)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. [B2]	10
Sustained monologue: Describing experience	Can give straightforward descriptions on a variety of familiar subjects related to his/her field of interest.	13

Pronunciation (page 85)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Has a clear, natural, pronunciation and intonation. [B2]	11, 12

Unit 10 Going Out Speaking (page 87)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2] Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. [B2]	1, 2

What's on?

Vocabulary (page 88)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	1, 2, 3, 4
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2] Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. [B2]	

Listening (pages 88-89)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way. [B2]	5
Listening to announcements & instructions	Can follow detailed directions.	6

Developing Conversations (page 89)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	7
Information exchange	Can find out and pass on straightforward factual information. Can ask for and follow detailed directions Can obtain more detailed information.	10, 11

Pronunciation (page 89)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Has a clear, natural, pronunciation and intonation. [B2]	8, 9

Conversation Practice (page 89)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	12, 13
Information exchange	Can find out and pass on straightforward factual information. Can ask for and follow detailed directions Can obtain more detailed information.	

Big night out

Reading (page 90)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	1, 2, 4
Reading for information & argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. [B2]	2, 3

Grammar (page 91)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. [B2]	5, 6, 7
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	

Understanding Vocabulary (page 91)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. [B2]	8
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	9
Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register	

A change of plan

Speaking (page 92)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	1
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	

Vocabulary (page 92)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	2, 3
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	3, 4

Listening (pages 92-93)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way. [B2]	5, 6
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2] Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. [B2]	7

Grammar (page 93)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. [B2]	8, 9
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2] Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. [B2]	10, 11

Video 5

One woman's choice (page 94)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	1, 3, 6
Watching TV and film	Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect. [B2]	2, 4, 5

Understanding Fast Speech (page 94)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Has a clear, natural, pronunciation and intonation. [B2]	7, 8

Unit 11 The Natural World

Speaking (page 97)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2] Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. [B2]	1, 2

So what happened?

Vocabulary (page 98)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	1, 2
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	
Sustained monologue: Describing experiences	Can describe events, real or imagined. Can narrate a story.	3

Listening (page 98)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way. [B2]	4, 5

Pronunciation (page 98)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Has a clear, natural, pronunciation and intonation. [B2]	

Grammar (page 99)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. [B2]	8
Coherence	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	9

Developing Conversations (page 99)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. [B2]	10, 11

Conversation Practice (page 99)

COMPONENT	DESCRIPTOR	EXERCISE
Sustained monologue: Describing experiences	Can give straightforward descriptions on a variety of familiar subjects related to his/her field of interest. Can describe events, real or imagined. Can narrate a story.	12

Challenges and Achievements

Speaking (page 100)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	1
Sustained monologue: Describing experiences	Can describe events, real or imagined. Can narrate a story.	

Reading (page 100)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for information & argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. [B2]	2, 3, 4, 5
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2] Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. [B2]	
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	

Listening (page 100)

COMPONENT	DESCRIPTOR	EXERCISE
Overall listening comprehension	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.	6

Vocabulary (page 100)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	7
Sustained monologue: Describing experience	Can give straightforward descriptions on a variety of familiar subjects related to his/her field of interest.	8
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	

Reading (page 102)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	2, 3
Reading for information & argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. [B2]	
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	1, 4

Listening (page 103)

COMPONENT	DESCRIPTOR	EXERCISE
Listening as a member of a live audience	Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.	5, 6, 8
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2] Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. [B2]	7

Grammar (page 103)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. [B2]	9, 10
Coherence	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	11

Speaking (page 103)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2] Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. [B2] Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. [B2]	12, 13

Unit 12 People I Know

Speaking (page 105)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2] Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. [B2]	1, 2, 3

Family and friends

Vocabulary (pages 106-107)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	1, 4, 5
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2] Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. [B2]	

Pronunciation (page 106)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Has a clear, natural, pronunciation and intonation. [B2]	2, 3

Listening (page 107)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way. [B2]	6, 7
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2] Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. [B2]	8

Developing Conversations (page 107)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. [B2]	9
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow.	10

Conversation Practice (page 107)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	11, 12

The older generation

Reading (pages 108-109)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	1, 2, 3, 4, 5, 6
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	
Reading for orientation	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	

Speaking (page 109)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	7

Grammar (page 109)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. [B2]	8, 9
Sustained monologue: Describing experience	Can give straightforward descriptions on a variety of familiar subjects related to his/her field of interest. Can describe events, real or imagined. Can narrate a story.	10

How do you know each other?

Speaking (page 110)

COMPONENT	DESCRIPTOR	EXERCISE
Sustained monologue: Describing experience	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions.	7

Listening (page 110)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way. [B2]	2, 3
Sustained monologue: Describing experience	Can give straightforward descriptions on a variety of familiar subjects related to his/her field of interest. Can describe events, real or imagined. Can narrate a story.	4

Grammar (page 111)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. [B2]	5, 6
Sustained monologue: Describing experience	Can describe events, real or imagined. Can narrate a story.	8

Pronunciation (page 111)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Has a clear, natural, pronunciation and intonation. [B2]	

Vocabulary (page 111)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	9
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2] Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. [B2]	10

Video 6

Greatest journey (page 112)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	1
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	2, 4, 6
Watching TV and film	Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect. [B2]	3, 5

Understanding Fast Speech (page 112)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Has a clear, natural, pronunciation and intonation. [B2]	

Unit 13 Journeys Speaking (page 115)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	1, 2, 3
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	
Sustained monologue: Describing experience	Can describe events, real or imagined. Can narrate a story.	

How was your journey?

Vocabulary (page 116)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	1, 3
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	2, 4

Listening (pages 116-117)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way. [B2]	5, 6
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	7

Developing Conversations (page 117)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. [B2]	8

Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	9, 10
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Understanding Vocabulary (page 117)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	11, 12
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	13

Conversation Practice (page 117)

COMPONENT	DESCRIPTOR	EXERCISE
Creative writing	Can write accounts of experiences, describing feelings and reactions in simple connected text.	14
Sustained monologue: Describing experience	Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions. Can relate details of unpredictable occurrences, e.g., an accident.	

A brand new start

Reading (pages 118–119)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	1, 7
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	2, 3, 4, 5, 6
Reading for orientation	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	

Grammar (page 119)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. [B2]	8, 9
Sustained monologue: Describing experience	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions. Can relate details of unpredictable occurrences, e.g., an accident.	10, 11, 12

It's my own fault

Speaking (page 120)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	1
Sustained monologue: Describing experience	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions. Can relate details of unpredictable occurrences, e.g., an accident.	

Listening (page 120)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way. [B2]	2, 3
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	4

Understanding Vocabulary (page 120)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. [B2]	5, 8
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	

Pronunciation (page 121)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Has a clear, natural, pronunciation and intonation. [B2]	

Grammar (page 121)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. [B2]	9, 10, 11
Creative writing	Can narrate a story. Can write a description of an event, a recent trip – real or imagined.	

Developing Conversations (page 121)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	12
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	13

Unit 14 Technology Speaking (page 123)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2] Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. [B2]	1, 2
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	

My computer hates me

Vocabulary (page 124)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	1, 2, 3
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	4, 5

Listening (page 125)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way. [B2]	6, 7
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	

Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2] Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. [B2]	8
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Developing Conversations (page 125)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	9
Goal-oriented co-operation	Can generally follow what is said and, when necessary, can repeat back part of what someone has said to confirm mutual understanding. Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations. Can invite others to give their views on how to proceed.	11

Pronunciation (page 125)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Has a clear, natural, pronunciation and intonation. [B2]	10

Conversation Practice (page 125)

COMPONENT	DESCRIPTOR	EXERCISE
Goal-oriented co-operation	Can generally follow what is said and, when necessary, can repeat back part of what someone has said to confirm mutual understanding. Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations. Can invite others to give their views on how to proceed.	12, 13
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	

Games people play

Speaking (page 126)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	1

Vocabulary (page 126)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	2, 3
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	3

Listening (page 126)

COMPONENT	DESCRIPTOR	EXERCISE
Listening to radio audio & recordings	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.	4
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	5

Reading (pages 126–127)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for orientation	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	6, 7

Grammar (page 127)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. [B2]	8, 9
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	10

It's a neat gadget

Speaking (page 128)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	1

Vocabulary (page 128)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	2, 3

Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	3
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Listening (pages 128-129)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way. [B2]	4, 5
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	6

Grammar (page 129)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. [B2]	7, 8, 9
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	9

Speaking (page 129)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2] Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. [B2]	10, 11
Sustained monologue: Describing experience	Can give straightforward descriptions on a variety of familiar subjects related to his/her field of interest.	11

Video 7

Air pollution tracking (page 130)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	1, 5
Watching TV and film	Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect. [B2]	3, 4
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	2

Understanding Fast Speech (page 130)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Has a clear, natural, pronunciation and intonation. [B2]	6, 7

Unit 15 Injuries and Illness

Speaking (page 133)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	1

What seems to be the problem?

Vocabulary (page 134)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	1
Pragmatic	Can adapt his/her expression to deal with less routine, even difficult, situations. Can exploit a wide range of simple language flexibly to express much of what he/she wants.	2
Thematic development	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	3

Listening (page 135)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way. [B2]	4, 5, 6
Information exchange	Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence. Can obtain more detailed information.	

Grammar (page 135)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. [B2]	7, 8, 9
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	8

Developing Conversations (page 135)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. [B2]	10, 11

Conversation Practice (page 135)

COMPONENT	DESCRIPTOR	EXERCISE
Information exchange	Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence. Can obtain more detailed information.	12, 13

It's a bit of a myth

Reading (page 136)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	1, 3, 4, 5, 7
Reading for orientation	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	2, 6
Creative writing	Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest. [B2]	8

Understanding Vocabulary (page 136)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	9, 10, 11
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	9, 11

Accidents and injuries

Speaking (page 138)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. [B2]	1

Vocabulary (page 138)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	2, 3

Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	3
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Listening (page 138)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way. [B2]	4
Coherence	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	5
Sustained monologue: Describing experience	Can give straightforward descriptions on a variety of familiar subjects related to his/her field of interest.	6

Grammar (page 139)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. [B2]	7, 8
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	9

Speaking (page 139)

COMPONENT	DESCRIPTOR	EXERCISE
Sustained monologue: Describing experience	Can give straightforward descriptions on a variety of familiar subjects related to his/her field of interest. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions. Can relate details of unpredictable occurrences, e.g., an accident.	10

Unit 16 News and Events

Speaking (page 141)

COMPONENT	DESCRIPTOR	EXERCISE
Sustained monologue: Describing experience	Can describe events, real or imagined. Can narrate a story.	1
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	2

Vocabulary (page 142)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	1, 2

Sustained monologue: Describing experience	Can describe events, real or imagined. Can narrate a story.	
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Listening (page 142)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way. [B2]	4
Sustained monologue: Describing experience	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions.	5
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow.	6

Grammar (page 143)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. [B2]	7
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	8

Developing Conversations (page 143)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. [B2]	9, 10, 13

Pronunciation (page 143)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Has a clear, natural, pronunciation and intonation. [B2]	

Conversation Practice (page 143)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow.	14, 15
Sustained monologue: Describing experience	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions.	

I've never heard of him

Speaking (page 144)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	1

Vocabulary (page 144)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	2
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow.	3

Listening (page 144)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding interaction between native speakers	Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way. [B2]	4
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	5

Grammar (pages 144-145)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. [B2]	6, 7, 8
Information exchange	Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence. Can obtain more detailed information.	9

The fame game

Reading (pages 146-147)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	1, 2, 3, 4
Reading for orientation	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	

Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	5, 6
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Speaking (page 147)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	7, 8

Video 8

Bee therapy (page 148)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	1, 5
Watching TV and film	Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect. [B2]	2, 3, 4
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	1

Understanding Fast Speech (page 148)

COMPONENT	DESCRIPTOR	EXERCISE
Phonological control	Has a clear, natural, pronunciation and intonation. [B2]	6, 7

1 Writing: Keeping in touch Speaking (page 150)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	1

Writing (page 150)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	2
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	3
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	4

Key Words for Writing (page 151)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	5
Overall written interaction	Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision.	6

Grammar (page 151)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. [B2]	7, 8, 9
Overall written interaction	Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision.	9

Practice (page 151)

COMPONENT	DESCRIPTOR	EXERCISE
Planning	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/ she can recall or find the means to express.	10
Correspondence	Can write personal letters describing experiences, feelings and events in some detail.	11

2 Writing: Short Emails

Speaking (page 152)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	1

Writing (page 152)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. [B2]	2, 3, 4
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	4

Speaking (page 153)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	5

Grammar (page 153)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. [B2]	6, 7
Coherence	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	7

Vocabulary (page 153)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	8, 9
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	

Practice (page 153)

COMPONENT	DESCRIPTOR	EXERCISE
Correspondence	Can write personal letters describing experiences, feelings and events in some detail.	10

3 Writing: Stories

Speaking (page 154)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	1

Writing (page 154)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	2, 3
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	

Speaking (page 154)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	

Sustained monologue: Describing experience	Can describe dreams, hopes and ambitions. Can describe events, real or imagined.	4
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Key Words for Writing (page 155)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. [B2]	5, 6, 7
Coherence	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	

Vocabulary (page 155)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and	8, 9 10

Practice (page 155)

COMPONENT	DESCRIPTOR	EXERCISE
Planning	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/ she can recall or find the means to express.	11, 12
Creative writing	Can write accounts of experiences, describing feelings and reactions in simple connected text. Can narrate a story. Can write a description of an event, a recent trip – real or imagined.	13

4 Writing: Making Requests

Speaking (page 156)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	1
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	

Grammar (page 156)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. [B2]	2, 3

Writing (page 156)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	4
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	5

Vocabulary (page 157)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and	6
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	7

Key Words for Writing (page 157)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	8, 9

Practice (page 157)

COMPONENT	DESCRIPTOR	EXERCISE
Overall written interaction	Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision.	10, 11

5 Writing: Formal emails Speaking (page 158)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	1
Sustained monologue: Describing experience	Can describe events, real or imagined.	

Writing (pages 158-159)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	2, 3, 4

Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	5, 6
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Key Words for Writing (page 159)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and	7, 8, 9
Coherence	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	

Vocabulary (page 159)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and	10

Practice (page 159)

COMPONENT	DESCRIPTOR	EXERCISE
Planning	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	11, 12, 13
Formal discussion (meetings)	Can take part in routine formal discussion of familiar subjects which is conducted in clearly articulated speech in the standard dialect and which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical	
Goal-oriented co-operation	Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations. Can invite others to give their views on how to proceed.	

6 Writing: Reports Speaking (page 160)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	1

Writing (pages 160-161)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	2
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	

Reading for orientation	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	3, 4
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Vocabulary (page 161)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and	5
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	6

Key Words for Writing (page 161)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. [B2]	7, 8
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and	
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	9

Practice (page 161)

COMPONENT	DESCRIPTOR	EXERCISE
Reports & essays	Can write very brief reports to a standard conventionalized format, which pass on routine factual information and state reasons for actions.	10

7 Writing: Opinion-led essays

Speaking (page 162)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	1

Writing (page 162)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	3
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	2, 4
Reading for orientation	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	5, 6

Grammar (pages 162-163)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. [B2]	7
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	8
Overall written interaction	Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision.	9

Key Words for Writing (page 163)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. [B2]	10, 11
Coherence	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	

Practice (page 163)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	12
Planning	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/ she can recall or find the means to express.	13
Reports & essays	Can write short, simple essays on topics of interest. Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.	14

8 Writing: Reviews Speaking (page 164)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	1

Vocabulary (page 164)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	2, 3, 4

Writing (page 164)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	5
Informal discussion (with friends)	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments. [B2]	

Key Words for Writing (page 165)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. [B2]	6

Grammar (page 165)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding. [B2]	7, 8

Practice (page 165)

COMPONENT	DESCRIPTOR	EXERCISE
Reports & essays	Can write very brief reports to a standard conventionalized format, which pass on routine factual information and state reasons for actions.	9
Creative writing	Can write a review of a film, book or play. [B2]	