

# ASPIRE

Pre-intermediate

and the Common European Framework of Reference

B1

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# Introduction

## What is the Common European Framework of Reference?

The Council of Europe has developed the Common European Framework of Reference: Learning, Teaching, Assessment (or CEFR for short) with a view to promoting language teaching and learning within Europe.

The CEFR aims to provide a descriptive framework which encourages the development of language skills and intercultural awareness, learner autonomy and lifelong learning. It is of interest to course designers and coursebook writers as well as teachers, testers and teacher trainers.

The CEFR aims to promote a coherent approach to language learning with an emphasis on examining what we can do with a language. It also provides a framework which permits the comparison of the language levels of individuals in an impartial way.

## What are the aims of the CEFR?

It is important to be aware that the CEFR is designed as a set of common reference points and not as a set of points that should be covered systematically in study. One level or one set of reference points is not intended to refer to a year of study or a number of hours of study. It recognises that students have different aims and learn at different speeds.

The CEFR does not intend to prescribe a method of teaching, and recognises that there are a variety of methods relevant to different teaching contexts. However, it has a clear focus on the four skills and on developing an ability to communicate rather than acquire knowledge.

The CEFR also emphasises acquiring the skills to learn independently. It encourages autonomy in students and focuses on what they 'can do' and not on what they still need to learn. The CEFR intends to help define teachers' and learners' objectives. Teachers need to understand what they want to achieve on a course and students need clear objectives. The CEFR provides a set of descriptors and levels of competence that help focus such aims.

## How are the levels of the CEFR organised?

The CEFR has six levels which range from A1 (students with a starter level of English) to C2 (students who can use the language fluently and with precision). Below is an overview of these levels.

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.

Note that the CEFR recognises intermediate levels between the global levels above – A2+, B2+, etc.

Each of the six levels of the CEFR is defined by a large set of descriptors – 'can do tick points' – which aim to define the expected language ability of an individual at each of the levels. For example, one of the descriptors under the heading *Conversation* at A1 level is: *can ask how people are and react to news*. At C2 level, a descriptor under the same heading is: *can use language flexibly and effectively for social purposes*.

## How does the CEFR correspond to Aspire?

The *Aspire* series has a communicative approach with an emphasis on learning language in real life contexts and on producing language in a broad range of speaking and writing situations. Consequently, its approach mirrors the functional descriptors of the CEFR as well as its broad emphasis on being able to communicate in a range of realistic situations.

*Aspire* Pre-intermediate covers the majority of competences for B1. *Aspire* Intermediate covers the competences for B1 and some of the competencies for B2. *Aspire* Upper Intermediate covers the competencies for B2.

In this booklet, each exercise of the *Aspire* series is mapped against core descriptors at the relevant global level. So, *Aspire* Pre-intermediate is mapped against descriptors at the B1 Threshold level, the first five units of *Aspire* Intermediate are mapped against descriptors at the B1 Threshold level, the last five units are mapped against descriptors at the B2 Vantage level, and *Aspire* Upper Intermediate is mapped throughout against descriptors at the B2 Vantage level.

## How does Aspire match the aims of the CEFR?

*Aspire's* grammar and vocabulary syllabus encourages the linguistic competences needed for students to be able to communicate successfully. In particular, the *Grammar* and *Vocabulary* tasks and features, as well as the unit Reviews, provide information and practice necessary for students to build their understanding and use.

The emphasis on the four skills of reading, writing, speaking and listening in *Aspire* reflects the same emphasis in the CEFR. The *Spotlight* features throughout the course build a range of specific skills and competences.

The *Everyday English* section in each alternate unit of *Aspire* introduces and practises key functional areas of language which mirror those in the CEFR. It also encourages students to use English in realistic role play scenarios.

The Video Worksheet sections in *Aspire* develop students' ability to follow real spoken interaction and production in English.

The *Now I can . . .* feature in each unit Review sets clear objectives and checks that these objectives have been achieved.

The Workbook and teacher's resources give students extra practice and learning resources. The Workbook aims to develop learner autonomy.

## Can I learn more about this?

You can find more information about the Council of Europe at [www.coe.int](http://www.coe.int). Hyperlinked pdfs of the CEFR are also available at this site.

# Aspire Pre-intermediate CEFR Overview

## Framework level: B1

### Communicative activities

#### Reception (spoken)

<p>Overall listening comprehension:</p> <p>Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.</p>	<p>U1Everyday English ex3, 4; U3C ex1, 2; U3Everyday English ex2; U5C ex3, 4, 5; U5Everyday English ex3, 4; U7Everyday English ex2, 3, 4; U8C ex2, 3, 4; U9C ex2, 3; U9Everyday English ex2, 3, 5; U10C ex3, 4; U12B ex8</p>
<p>Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.</p>	<p>U4B ex6; U5D ex7</p>
<p>Understanding interaction between native speakers:</p> <p>Can generally follow the main points of extended discussion – around him/her, provided speech is clearly articulated in standard dialect.</p>	<p>U1C ex1, 2; U2C ex4; U4C ex1, 2; U8D ex3; U10B ex6</p>
<p>Listening to radio audio and recordings:</p> <p>Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.</p>	<p>U1B ex2; U2B ex6; U2D ex4; U3B ex15; U3C ex4; U3D ex3, 4; U6B ex10, 11; U6C ex1; U7B ex7, 8; U7C ex1, 2, 6, 7; U8B ex7; U9A ex4; U9B ex9, 10; U9D ex2; U10D ex1; U11 opener ex3; U11B ex5, 6; U11C ex1, 2; U11D ex1; U11Everyday English ex 2, 3; U12C ex1, 2, 3</p>
<p>Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.</p>	<p>U1B ex2; U2B ex6; U2D ex4; U3B ex15; U3C ex4; U3D ex3, 4; U6B ex10, 11; U6C ex1; U7B ex7, 8; U7C ex1, 2, 6, 7; U8B ex7; U9A ex4; U9B ex9, 10; U9D ex2; U10D ex1; U11 opener ex3; U11B ex5, 6; U11C ex1, 2; U11D ex1; U11Everyday English ex 2, 3; U12C ex1, 2, 3</p>

#### Reception (audio/visual)

<p>Watching TV and film:</p> <p>Can follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language.</p>	<p>U2Video ex3, 4; U4Video ex3, 4, 5, 6, 7; U5Video ex3, 4, 5; U6Video ex3, 4; U10Video ex3, 4; U12Video ex3, 4, 5</p>
<p>Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.</p>	<p>U2Video ex3, 4; U4Video ex3, 4, 5, 6, 7; U5Video ex3, 4, 5; U6Video ex3, 4; U10Video ex3, 4; U12Video ex3, 4, 5</p>

#### Reception (written)

<p>Overall reading comprehension:</p> <p>Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.</p>	<p>U1A ex2; U1B ex8, 9, 10; U2A ex2; U2C ex2, 3; U3A ex1; U3D ex5, 6; U4A ex1; U4B ex1, 2; U5A ex2; U5B ex2; U6B ex1; U9D ex1; U10 opener ex2; U10A ex4; U10C ex6; U11B ex2, 3; U11C ex10; U12 opener ex2; U12A ex2; U12D ex2</p>
<p>Reading for orientation:</p> <p>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.</p>	<p>U1C ex5, 7; U1DF ex3; U2A ex3, 4; U2B ex3, 4; U2D ex1, 2, 3; U3B ex2, 3; U4D ex1, 2; Case Study2 ex1; U5A ex3, 4, 6; U5D ex2, 3; U6A ex1; U6B ex2, 3; U6D ex5; Case Study3 ex2, 3; U7A ex2, 3, 4, 5, 6, 7, 8; U7B ex2, 3; U7D ex1, 2, 3; U8A ex7; U8B ex2; U8D ex1; Case Study4 ex2; U8Review ex5; U9B ex3; U9D ex3, 4; U10B ex1, 2; U10C ex11, 12; U10D ex2, 3, 4, 5; Case Study5 ex3; U11D ex4, 5; U12B ex1; U12D ex3, 4, 5; Case Study6 ex3</p>
<p>Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.</p>	<p>U2C ex9, 10; Case Study1 ex2; U3C ex7, 9, 10, 11; U4C ex7; U5C ex8, 10; U5Everyday English ex2; U7C ex12; U9C ex6, 8; U11A ex6; U12C ex8, 9, 10, 12</p>
<p>Reading for information and argument:</p> <p>Can identify the main conclusions in clearly signalled argumentative texts.</p> <p>Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.</p>	<p>U6C ex5; U8A ex 3</p>

## Interaction (spoken)

<p>Overall spoken interaction:</p> <p>Can enter unprepared into conversation on familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).</p>	U5D ex3, 4
<p>Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.</p>	U5D ex1; U9C ex4
<p>Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem.</p>	U1Everyday English ex5
<p>Can express thoughts on more abstract, cultural topics such as films, books, music etc.</p>	U3D ex1, 2; U7A ex13; U7B ex1
<p>Conversation:</p> <p>Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.</p>	U1opener ex3; U7C ex4, 9, 10, 11; U10C ex5
<p>Informal discussion:</p> <p>Can follow much of what is said around him/her on general topics, and can give or seek personal views and opinions in discussing topics of interest.</p>	U1opener ex1, 4; U5D ex8; U6D ex3, 6; U10A ex5; U11D ex2, 3; U12D ex6
<p>Can express his/her thoughts about abstract or cultural topics such as music, films.</p>	U7opener ex1, 3
<p>Can give or seek personal views and opinions in discussing topics of interest.</p>	U1A ex1; U1B ex1, 7, 11; U1D ex1, 4,5; U1Everyday English ex1, 2; U2opener ex1; U2A ex1; U2B ex7; U2C ex1, 8; U2Video ex1, 6; U3opener ex1; U3B ex1, 12, 13, 14; U4opener ex1; U4Video 3ex1, 9; U5opener ex1, 3; U5A ex1, 3; U5B ex1, 3; U5Video ex1, 7; U6A ex7; U8opener ex1; U8B ex8; Case Study4 ex3; Unit 9opener ex1, 3; U9A ex1, 2, 3, 6; U9B ex1, 2, 4, 8; U9D ex6; U9Everyday English ex1; U10opener ex1, 2; U10A ex1, 2; U10B ex5; U10Video ex1; Case Study5 ex1; U11opener ex1; U11B ex1, 4; U11Everyday English ex1; U12opener ex1, 4; U12A ex1, 7; U12B ex2; U12D ex1; U12Video ex1; Case Study6 ex1
<p>Can express belief, opinion, agreement and disagreement politely.</p>	U7B ex3
<p>Goal-oriented co-operation:</p> <p>Can explain why something is a problem, discuss what to do next, compare and contrast alternatives.</p>	U4C ex4, 5; U12A ex8; U12D ex6
<p>Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.</p>	U3D ex7; U4C ex5; U7Everyday English ex 5; U9A ex10; U12A ex8
<p>Information exchange:</p> <p>Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.</p>	U4opener ex3, 4; Case Study3 ex1; U8D ex2; U9Everyday English ex6
<p>Can summarise and give his or her opinion about a short story, article, talk, discussion, interview or documentary and answer further questions of detail.</p>	U5B ex4; U8A ex3; U11D ex6
<p>Can find out and pass on straightforward factual information.</p>	U3Everyday English ex4

<p>Interviewing and being interviewed:</p> <p>Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended.</p>	U4B ex9; U5A ex8; U5Everyday English ex6; U8C ex8
<p>Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.</p>	U1A ex11; U1C ex3, 4; U10A ex13; U11A ex8; U11C ex7

## Interaction (written)

<p>Overall written interaction:</p> <p>Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision.</p>	U9C ex10
<p>Correspondence:</p> <p>Can write personal letters describing experiences, feelings and events in some detail.</p>	U2C ex12; U7C ex13
<p>Notes, messages and forms:</p> <p>Can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important.</p>	U5Review ex4; U8C ex10

## Production (spoken)

<p>Overall spoken production:</p> <p>Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.</p>	U3opener ex2; U5B ex1; U6opener ex1, 3, 4; U6B ex10; U7C ex5; U8A ex1; U8C ex1; U10C ex1, 2; U12C ex7
<p>Sustained monologue (describing experience):</p> <p>Can give straightforward descriptions on a variety of familiar subjects within his field of interest.</p>	U1B ex6; U6C ex4; U7A ex1; U8opener ex6; U8B ex1; U9opener ex3; U11A ex1
<p>Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.</p>	U4D ex3; U9C ex5
<p>Can give detailed accounts of experiences, describing feelings and reactions.</p>	U9B ex13; U11B ex7
<p>Can describe events, real or imagined.</p>	U6D ex4
<p>Can describe dreams, hopes and ambitions.</p>	U5opener ex3
<p>Sustained monologue: Putting a case:</p> <p>Can briefly give reasons and explanations for opinions, plans and actions.</p>	U3Everyday English ex1; U5D ex6; U6D ex8
<p>Addressing audiences:</p> <p>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.</p>	U4C ex6; U6C ex3; U9A ex11; U12C ex6

## Production (written)

Overall written production: Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.	U1C ex8; U2C ex11; U2Review ex4; U4C ex9, 10; U6C ex7, 8, 10; U6Review ex4; U8D ex5, 6
Creative writing: Can write accounts of experiences, describing feelings and reactions in simple connected text.	U3C ex12; U10C ex13; U12C ex14
Reports and essays: Can write short, simple essays on topics of interest.	U6C ex10; U12D ex7
Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his field with some confidence.	U7D ex4; U11C ex11
Can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions.	U5C ex11; U8C ex12

## Communication strategies Reception (spoken & written)

Identifying cues & inferring: Can identify unfamiliar words from the context on topics related to his/her field and interests.	U2B ex5; Case Study2 ex2; U5B ex3; Case Study4 ex1; U10opener ex3
Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	U2B ex1; U2C ex5; Case Study1 ex1; U5opener ex2; U6A ex2, 6; U6B ex9; U6C ex6, 9; U6D ex2; U6Video ex1; U5Review ex1, 3; U7opener ex2; U8opener ex5; U8A ex10; U8B ex3; U8Review ex1, 2; U9B ex5, 6; U9C ex1; U9D ex5; U12opener ex3; Case Study6 ex2

## Interaction

Cooperating: Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going.	U2C ex6; U5A ex8; U5B ex9; U11opener ex4
Can summarise the point reached in a discussion and so help focus the talk.	U6D ex8
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.	U3C ex12; U5Everyday English ex5; U6C ex2, 3; U6D ex7, 8; U7D ex4; U8D ex4, 5, 6; U9A ex9, 10; U9D ex7; U10B ex7; U10C ex13; U10D Project; U11C ex6; U12C ex6, 13
Processing text: Can collate short pieces of information from several sources and summarise them for somebody else.	U7D ex4

## Communicative language competence Linguistic – range

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.	U2opener ex2; U2Video ex2, 5; U3opener ex3; U4opener ex2; U4Video ex2, 8; U4B ex7, 8; U4Review ex1; U5A ex9; U5B ex2, 6; U5C ex1; U6Video ex1, 2, 5; U8opener ex4; U8A ex11; U8C ex6, 7; U10A ex3; U10C ex7, 8, 9, 10; U10Video ex2, 5; U11C ex9, 11; U11Everyday English ex4, 5, 6; U12opener ex3; U12C ex10, 11, 12, 13, 14; U12Video ex2, 6; U11Review ex1; U12Review ex1
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## Linguistic – control

<p>Grammatical accuracy:</p> <p>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.</p>	<p>U1Review ex 4; U4A ex8, 9; U4B ex5; U7A ex12, 13; U8A ex9; U9A ex6, 9, 10, 11; U10A ex13</p>
<p>Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.</p>	<p>U1A ex3, 4, 5, 6, 7, 8, 9; U1B ex5; U1C ex6; U2A ex5, 6, 7, 8, 9, 10, 11, 12; U2B ex8, 9, 10, 11; U1Review ex2, 4; U2Review ex1, 2, 3; U3A ex2, 3, 4, 7, 8; U3B ex4, 5, 6, 7; U4A ex2, 3, 4, 5, 6; U4B ex3; Case Study2 ex3; U3Review ex1, 2, 4; U4Review ex2, 3; U5A ex7; U5B ex5, 6, 7, 8, 9; U6A ex3, 4, 5, 6; U6B ex5, 6, 7; U5Review ex1, 3; U6Review ex2, 3; U7A ex4, 5, 7, 8, 11, 12, 13; U7B ex4, 5, 6; U7C ex3, 4, 9, 10, 11; U8A ex4, 5, 6, 7, 8; U8B ex4, 5, 6; U8C ex12; U7Review ex2, 3, 4; U8Review ex3, 4; U9A ex5, 7, 8; U9B ex11, 12, 13; U10A ex6, 7, 8, 10, 11, 12; U10B ex3, 4; U9Review ex2, 3, 4; U10Review ex3; U11A ex2, 3, 4, 5, 7, 9; U11B ex8, 9, 10, 11; U12A ex3, 4, 5, 6; U12B ex3, 4, 5, 6, 7; U12C ex9, 14; U11Review ex2, 3, 4; U12Review ex2, 3, 4, 5</p>
<p>Vocabulary control:</p> <p>Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.</p>	<p>U1opener ex2; U1B ex3; U1D ex2; U1Review ex1; U3B ex10, 11; U4B ex8; U3Review ex3; U5A ex10, 11; U6opener ex2; U6D ex1, 2; U6Review ex1; U8opener ex2, 3; U7Review ex1; U8Review ex1; U9opener ex2; U9B ex5, 6; U9C ex1; U9D ex5; U10D ex6; Case Study5 ex2; U9Review ex1; U10Review ex1, 2; U11opener ex2</p>
<p>Phonological control:</p> <p>Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.</p>	<p>U1A ex10; U1B ex4; U2C ex7; U1Review ex3; U3A ex5, 6; U3B ex8, 9; U3C ex5, 6; U4A ex7; U4B ex4, 5; U4C ex3; U5C ex6, 7; U6B ex8; U7A ex10; U7C ex8; U8C ex5; U9B ex7; U11B ex10; U11C ex4, 5; U12C ex4, 5</p>
<p>Orthographic control:</p> <p>Spelling, punctuation and layout are accurate enough to be followed most of the time.</p>	<p>U3C ex8; U7A ex9; U9C ex10</p>

## Sociolinguistic

<p>Sociolinguistic appropriateness:</p> <p>Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.</p>	<p>U3C ex3; U4C ex8; U4Review ex4; U5C ex9; U7C ex10, 11, 13; U7Everyday English ex5; U8C ex9, 11, 12; U7Review ex4; U9C ex4, 7, 9, 10, 11; U9Everyday English ex4, 6; U9Review ex4; U10Review ex4, 5; U11Everyday English ex5, 6; U12C ex3; U11Review ex4; U12Review ex4</p>
<p>Is aware of the salient politeness conventions and acts appropriately.</p>	<p>U4C ex8; U5Everyday English ex6; U7C ex13; U11C ex3, 4, 5, 6, 7</p>

## Pragmatic

<p>Spoken fluency:</p> <p>Can express him/herself with relative ease. Despite some problems with formulation resulting in pauses and 'cul-de-sacs', he/she is able to keep going effectively without help.</p>	<p>U5B ex9</p>
<p>Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.</p>	<p>U5C ex2; U5Everyday English ex1, 2; U6A ex8; U6B ex4; U6Video ex6; U7Everyday English ex1; U10Video ex6; U12Video ex7</p>

# Aspire Pre-intermediate CEFR mapping

## Framework level: B1

### Unit 1 My generation

#### Unit 1 opener (page 5)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can follow much of what is said around him/her on general topics, and can give or seek personal views and opinions in discussing topics of interest.	1, 4
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	2
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	3

#### Unit 1A A helping hand (pages 6–7)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	2
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	3, 4, 5, 6, 7, 8, 9
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	10
Interviewing and being interviewed	Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.	11

#### Unit 1B What we like doing (pages 8–9)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1, 7, 11
Listening to radio audio and 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.	2
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	3
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	4
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	5
Sustained monologue (describing experience)	Can give straightforward descriptions on a variety of familiar subjects within his field of interest.	6
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	8, 9, 10

#### Unit 1C Meeting new people (pages 10–11)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding conversation between native speakers	Can generally follow the main points of extended discussion, provided speech is clearly articulated in standard dialect.	1, 2
Interviewing and being interviewed	Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.	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.	5, 7
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	6
Overall written production	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.	8

### Unit 1D Neighbourhoods (pages 12–13)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1, 4, 5
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	2
Reading for orientation	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	3

### Everyday English: At the youth centre (page 14)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1, 2
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	3, 4
Overall spoken interaction	Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem.	5

### Unit 2 Science and discovery

#### Unit 2 opener (page 15)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1
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.	2

### Unit 2A An unusual find (pages 16–17)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	2
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
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	5, 6, 7, 9, 10, 11, 12

## Unit 2B A piece of luck (pages 18–19)

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.	1
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
Identifying cues & inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	5
Listening to radio audio and 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.	6
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	7
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	8, 9, 10, 11

## Unit 2C Good luck (pages 20–21)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1, 8
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
Understanding conversation between native speakers	Can generally follow the main points of extended discussion, provided speech is clearly articulated in standard dialect.	4
Identifying cues & inferring	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	5
Cooperating	Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going.	6
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	7
Reading for orientation	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	9, 10
Overall written production	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.	11
Correspondence	Can write personal letters describing experiences, feelings and events in some detail.	12

## Unit 2D Columbus and the New World (pages 22–23)

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.	1, 2, 3
Listening to radio audio and 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.	4

## Unit 2 Video Worksheet: Uncovering the past (page 138)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1, 6
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.	2, 5
Watching TV and film	Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.	3, 4

## Case Study 1 Finding your way around (page 24)

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.	1
Reading for orientation	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	2

## Unit 1 Review (page 25)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	1
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	2, 4
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	3
Grammatical accuracy	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.	4

## Unit 2 Review (page 26)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	1, 2, 3
Overall written production	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.	4

## Unit 3 Law and order

### Unit 3 opener (page 27)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1
Overall spoken production	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.	2
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.	3

### Unit 3A Catching a thief (pages 28–29)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	1
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	2, 3, 4, 7, 8
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	5, 6

### Unit 3B Where's the proof? (pages 30–31)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1, 12, 13, 14
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, 3
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	4, 5, 6, 7
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	8, 9
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	10, 11
Listening to radio audio and 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.	15

### Unit 3C Lost and found (pages 32–33)

COMPONENT	DESCRIPTOR	EXERCISE
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	1, 2
Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	3
Listening to radio audio and 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.	4
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	5, 6
Reading for orientation	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	7, 9, 10, 11
Orthographic control	Spelling, punctuation and layout are accurate enough to be followed most of the time.	8
Planning	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	12
Creative writing	Can write accounts of experiences, describing feelings and reactions in simple connected text.	12

### Unit 3D The detectives (pages 34–35)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express thoughts on more abstract, cultural topics such as films, books, music etc.	1, 2
Listening to radio audio and recordings	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.	3, 4
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	5, 6
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.	7

### Everyday English: At the police station (page 36)

COMPONENT	DESCRIPTOR	EXERCISE
Sustained monologue: Putting a case	Can briefly give reasons and explanations for opinions, plans and actions.	1
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	2
Information exchange	Can find out and pass on straightforward factual information.	4

### Unit 4 Travel and adventure

#### Unit 4 opener (page 37)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1
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.	2
Information exchange	Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.	3, 4

#### Unit 4A Adventurers (pages 38–39)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	1
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	2, 3, 4, 5, 6
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	7
Grammatical accuracy	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.	8, 9

#### Unit 4 Video Worksheet: The future of a village (page 139)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1, 9
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.	2, 8
Watching TV and film	Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.	3, 4, 5, 6, 7

## Unit 4B Keep moving! (pages 40–41)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	1, 2
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	3
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	4, 5
Grammatical accuracy	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.	5
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 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
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	8
Interviewing and being interviewed	Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended.	9

## Unit 4C Travel arrangements (pages 42–43)

COMPONENT	DESCRIPTOR	EXERCISE
Understanding conversation between native speakers	Can generally follow the main points of extended discussion, provided speech is clearly articulated in standard dialect.	1, 2
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	3
Goal-oriented co-operation	Can explain why something is a problem, discuss what to do next, compare and contrast alternatives.	4, 5
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.	4, 5
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
Reading for orientation	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	7
Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	8
Sociolinguistic appropriateness	Is aware of the salient politeness conventions and acts appropriately.	8
Overall written production	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.	9, 10

## Unit 4D The Edinburgh Festival (pages 44–45)

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.	1, 2
Sustained monologue (describing experience)	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	3

## Case Study 2 An adventurer (page 46)

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.	1
Identifying cues & inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	2
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	3

## Unit 3 Review (page 47)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	1, 2, 4
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	3

## Unit 4 Review (page 48)

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
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	2, 3
Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	4

## Unit 5 Work

### Unit 5 opener (page 49)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1, 3
Identifying cues & inferring	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	2
Sustained monologue (describing experience)	Can describe dreams, hopes and ambitions.	3

## Unit 5A Me and my job (pages 50–51)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1, 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
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, 6
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	7
Interviewing and being interviewed	Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended.	8

Cooperating	Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going.	8
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
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	10, 11

### Unit 5B Fashion victims (pages 52–53)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken production	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.	1
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	2
Identifying cues & inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	3
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1, 3
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.	4
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	5, 6, 7, 8, 9
Spoken fluency	Can express him/herself with relative ease. Despite some problems with formulation resulting in pauses and 'cul-de-sacs', he/she is able to keep going effectively without help.	9
Cooperating	Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going.	9

### Unit 5 Video Worksheet: Peruvian weavers (page 140)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1, 7
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.	2, 6
Watching TV and film	Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.	3, 4, 5

### Unit 5C Looking for work (pages 54–55)

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
Spoken fluency	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	2
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	3, 4, 5
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	6, 7
Reading for orientation	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	8, 10



Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	9
Reports and essays	Can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions.	11

### Unit 5D Gap year (pages 56–57)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.	1
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, 3
Overall spoken interaction	Can enter unprepared into conversation on familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	3, 4
Sustained monologue: Putting a case	Can briefly give reasons and explanations for opinions, plans and actions.	6
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.	7
Informal discussion	Can follow much of what is said around him/her on general topics, and can give or seek personal views and opinions in discussing topics of interest.	8

### Everyday English: A job for the summer (page 58)

COMPONENT	DESCRIPTOR	EXERCISE
Spoken fluency	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	1, 2
Reading for orientation	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	2
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	3, 4
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.	5
Interviewing and being interviewed	Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended.	6
Sociolinguistic appropriateness	Is aware of the salient politeness conventions and acts appropriately.	6

### Unit 6 Nature and the environment

#### Unit 6 opener (page 59)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken production	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.	1, 3, 4
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	2

## Unit 6A Storm chasers (pages 60–61)

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.	1
Identifying cues & inferring	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	2, 6
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	3, 4, 5, 6
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	7
Spoken fluency	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	8

## Unit 6B The blue planet (pages 62–63)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	1
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, 3
Spoken fluency	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	4
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	5, 6, 7
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	8
Identifying cues & inferring	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	9
Overall spoken production	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.	10
Listening to radio audio and 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.	10, 11

## Unit 6C Viewpoints (pages 64–65)

COMPONENT	DESCRIPTOR	EXERCISE
Listening to radio audio and 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.	1
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.	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.	3
Sustained monologue (describing experience)	Can give straightforward descriptions on a variety of familiar subjects within his field of interest.	4
Reading for information and argument	Can identify the main conclusions in clearly signalled argumentative texts.	5

Identifying cues & inferring	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	6, 9
Overall written production	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.	7, 8, 10
Reports and essays	Can write short, simple essays on topics of interest.	10

### Unit 6D Born to be wild (pages 66–67)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	1, 2
Identifying cues & inferring	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	2
Informal discussion	Can follow much of what is said around him/her on general topics, and can give or seek personal views and opinions in discussing topics of interest.	3, 6
Sustained monologue (describing experience)	Can describe events, real or imagined.	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
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.	7, 8
Sustained monologue: Putting a case	Can briefly give reasons and explanations for opinions, plans and actions.	8
Cooperating	Can summarise the point reached in a discussion and so help focus the talk.	8

### Unit 6 Video Worksheet: Kenya's butterflies (page 141)

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.	1
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, 5
Watching TV and film	Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.	3, 4
Spoken fluency	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	6

### Case Study 3 Disaster! (page 68)

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.	1
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, 3

## Unit 5 Review (page 69)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	1, 3
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	2
Identifying cues & inferring	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	2, 3
Notes, messages and forms	Can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important.	4

## Unit 6 Review (page 70)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	1
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	2, 3
Overall written production	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.	4

## Unit 7 Art

### Unit 7 opener (page 71)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can express his/her thoughts about abstract or cultural topics such as music, films.	1, 3
Identifying cues & inferring	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	2

## Unit 7A Statues (pages 72–73)

COMPONENT	DESCRIPTOR	EXERCISE
Sustained monologue (describing experience)	Can give straightforward descriptions on a variety of familiar subjects within his field of interest.	1
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, 3, 4, 5, 6, 7, 8
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	4, 5, 7, 8, 11, 12, 13
Orthographic control	Spelling, punctuation and layout are accurate enough to be followed most of the time.	9
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	10
Grammatical accuracy	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.	12, 13
Overall spoken interaction	Can express thoughts on more abstract, cultural topics such as films, books, music etc.	13

## Unit 7B A genius called Leonardo (pages 74–75)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express thoughts on more abstract, cultural topics such as films, books, music, etc.	1
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, 3
Informal discussion	Can express belief, opinion, agreement and disagreement politely.	3
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	4, 5, 6
Listening to radio audio and 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.	7, 8

## Unit 7C Planning a visit (pages 76–77)

COMPONENT	DESCRIPTOR	EXERCISE
Listening to radio audio and 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.	1, 2, 6, 7
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	3, 4, 9, 10, 11
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	4, 9, 10, 11
Overall spoken production	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.	5
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	8
Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	10, 11, 13
Reading for orientation	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	12
Correspondence	Can write personal letters describing experiences, feelings and events in some detail.	13
Sociolinguistic appropriateness	Is aware of the salient politeness conventions and acts appropriately.	13

## Unit 7D The Lascaux paintings (pages 78–79)

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.	1, 2, 3
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.	4
Processing text	Can collate short pieces of information from several sources and summarise them for somebody else.	4
Reports and essays	Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his field with some confidence.	4

## Everyday English: A day in London (page 80)

COMPONENT	DESCRIPTOR	EXERCISE
Spoken fluency	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	1
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	2, 3, 4
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.	5
Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	5

## Unit 8 Fitness and Health

### Unit 8 opener (page 81)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	2, 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
Identifying cues & inferring	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	5
Sustained monologue (describing experience)	Can give straightforward descriptions on a variety of familiar subjects within his field of interest.	6

## Unit 8A Teenagers and sport (pages 82–83)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken production	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.	1
Reading for information and argument	Can recognise significant points in straightforward newspaper articles on familiar subjects.	3
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.	3
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	4, 5, 6, 7, 8
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.	7
Grammatical accuracy	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.	9
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
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.	11

## Unit 8B Medical alternatives (pages 84–85)

COMPONENT	DESCRIPTOR	EXERCISE
Sustained monologue (describing experience)	Can give straightforward descriptions on a variety of familiar subjects within his field of interest.	1
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
Identifying cues & inferring	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	3
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	4, 5, 6
Listening to radio audio and 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.	7
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	8

## Unit 8C Medical problems (pages 86–87)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken production	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.	1
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	2, 3, 4
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	5
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, 7
Interviewing and being interviewed	Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended.	8
Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	9, 11, 12
Notes, messages and forms	Can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important.	10
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	12
Reports and essays	Can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions.	12

## Unit 8D Sporting world (pages 88–89)

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.	1
Information exchange	Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.	2
Understanding conversation between native speakers	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.	3

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.	4, 5, 6
Overall written production	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.	5, 6

### Case Study 4 A natural alternative (page 90)

COMPONENT	DESCRIPTOR	EXERCISE
Identifying cues & inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	1
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
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	3

### Unit 7 Review (page 91)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	1
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	2, 3, 4
Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	4

### Unit 8 Review (page 92)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	1
Identifying cues & inferring	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	1, 2
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	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.	5

### Unit 9 Shops and shopping

#### Unit 9 opener (page 93)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1, 3
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	2
Sustained monologue (describing experience)	Can give straightforward descriptions on a variety of familiar subjects within his field of interest.	3



## Unit 9A Shopping choices (pages 94–95)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1, 2, 3, 6
Listening to radio audio and 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.	4
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	5, 7, 8
Grammatical accuracy	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.	6, 9, 10, 11
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.	9, 10
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.	10
Addressing audiences	Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.	11

## Unit 9B Down with shopping (pages 96–97)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1, 2, 4, 8
Reading for orientation	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	3
Identifying cues & inferring	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	5, 6
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	5, 6
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	7
Listening to radio audio and 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.	9, 10
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	11, 12, 13
Sustained monologue (describing experience)	Can give detailed accounts of experiences, describing feelings and reactions.	13

## Unit 9C Shopping around (pages 98–99)

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.	1
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	1
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	2, 3

Overall spoken interaction	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.	4
Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	4, 7, 9, 10, 11
Sustained monologue (describing experience)	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	5
Reading for orientation	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	6, 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.	10
Orthographic control	Spelling, punctuation and layout are accurate enough to be followed most of the time.	10

### Unit 9D Advertising campaigns (pages 100–101)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	1
Listening to radio audio and 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.	2
Reading for orientation	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	3, 4
Identifying cues & inferring	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	5
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	5
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	6
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.	7

### Everyday English: Making a purchase (page 102)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	2, 3, 5
Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	4, 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.	6

### Unit 10 Food

#### Unit 10 opener (page 103)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1, 2
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	2
Identifying cues & inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	3

### Unit 10A Teenage chef (pages 104–105)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1, 2
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.	3
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	Can follow much of what is said around him/her on general topics, and can give or seek personal views and opinions in discussing topics of interest.	5
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	6, 7, 8, 10, 11, 12
Interviewing and being interviewed	Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.	13
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.	13

### Unit 10B Regional food (pages 106–107)

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.	1, 2
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	3, 4
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	5
Understanding conversation between native speakers	Can generally follow the main points of extended discussion, provided speech is clearly articulated in standard dialect.	6
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.	7

### Unit 10C Exotic tastes (pages 108–109)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken production	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.	1, 2
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	3, 4
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	5
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	6
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, 9, 10
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.	11, 12

Planning	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	13
Creative writing	Can write straightforward, detailed descriptions on a range of familiar subjects within his field of interest.	13

### Unit 10D The food and the festival (pages 110–111)

COMPONENT	DESCRIPTOR	EXERCISE
Listening to radio audio and 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.	1
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, 3, 4, 5
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	6
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.	Project

### Unit 10 Video Worksheet: Cheese-rolling races (page 142)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1
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.	2, 5
Watching TV and film	Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.	3, 4
Spoken fluency	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	6

### Case Study 5 Our daily bread (page 112)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	2
Reading for orientation	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	3

### Unit 9 Review (page 113)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	1
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	2, 3, 4
Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	4

## Unit 10 Review (page 114)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	1, 2
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	3
Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	4, 5

## Unit 11 English around the world

### Unit 11 opener (page 115)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	2
Listening to radio audio and recordings	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.	3
Cooperating	Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going.	4

### Unit 11A By word of mouth (pages 116–117)

COMPONENT	DESCRIPTOR	EXERCISE
Sustained monologue (describing experience)	Can give straightforward descriptions on a variety of familiar subjects within his field of interest.	1
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	2, 3, 4, 5, 7, 9
Reading for orientation	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	6
Interviewing and being interviewed	Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.	8

### Unit 11B Lost in translation (pages 118–119)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1, 4
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	2, 3
Listening to radio audio and 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
Sustained monologue (describing experience)	Can give detailed accounts of experiences, describing feelings and reactions.	7
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	8, 9, 10, 11
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	10

## Unit 11C Question and answer (pages 120–121)

COMPONENT	DESCRIPTOR	EXERCISE
Listening to radio audio and 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.	1, 2
Sociolinguistic appropriateness	Is aware of the salient politeness conventions and acts appropriately.	3, 4, 5, 6, 7
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	4, 5
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.	6
Interviewing and being interviewed	Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.	7
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, 11
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	10
Reports and essays	Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his field with some confidence.	11

## Unit 11D Varieties of English (pages 122–123)

COMPONENT	DESCRIPTOR	EXERCISE
Listening to radio audio and 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.	1
Informal discussion	Can follow much of what is said around him/her on general topics, and can give or seek personal views and opinions in discussing topics of interest.	2, 3
Reading for orientation	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	4, 5
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.	6

## Everyday English: Describing things (page 124)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1
Listening to radio audio and 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.	2, 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, 5, 6
Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	5, 6

## Unit 12 People and places

### Unit 12 opener (page 125)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1, 4
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	2
Identifying cues & inferring	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	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.	3

### Unit 12A A heroine and a hero (pages 126–127)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	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
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	3, 4, 5, 6
Goal-oriented co-operation	Can explain why something is a problem, discuss what to do next, compare and contrast alternatives.	8
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.	8

### Unit 12B Architectural icons (pages 128–129)

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.	1
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	2
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	3, 4, 5, 6, 7
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	8

### Unit 12C A place of interest (pages 130–131)

COMPONENT	DESCRIPTOR	EXERCISE
Listening to radio audio and 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.	1, 2, 3
Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	3
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	4, 5
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.	6, 13

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
Overall spoken production	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.	7
Reading for orientation	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	8, 9, 10, 12
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	9, 14
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.	10, 11, 12, 13, 14
Creative writing	Can write accounts of experiences, describing feelings and reactions in simple connected text.	14

### Unit 12D The lost city of Machu Picchu (pages 132–133)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	2
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, 5
Informal discussion	Can follow much of what is said around him/her on general topics, and can give or seek personal views and opinions in discussing topics of interest.	6
Goal-oriented co-operation	Can explain why something is a problem, discuss what to do next, compare and contrast alternatives.	6
Reports and essays	Can write short, simple essays on topics of interest.	7

### Unit 12 Video Worksheet: The lost city of Machu Picchu (page 143)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1
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.	2, 6
Watching TV and film	Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.	3, 4, 5
Spoken fluency	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	7

### Case Study 6 Reach for the sky! (page 134)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1
Identifying cues & inferring	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	2
Reading for orientation	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	3



### Unit 11 Review (page 135)

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
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	2, 3, 4
Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	4

### Unit 12 Review (page 136)

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
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	2, 3, 4, 5
Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	4