

Life

UPPER INTERMEDIATE

and the Common European Framework of Reference

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 Life?

The *Life* 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.

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

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

How does Life match the aims of the CEFR?

Life's grammar and vocabulary syllabus encourages the linguistic competences needed for students to be able to communicate successfully. In particular, the *Grammar* and *Word focus* sections 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 *Life* reflects the same emphasis in the CEFR.

The *Critical thinking* sections develop students' reading skills. The *Real Life* section in each unit of *Life* introduces and practises key functional areas of language which mirror those in the CEFR.

The video section in each unit of *Life* develops students' ability to follow real spoken interaction and production in English. It also encourages students to use English in realistic roleplay scenarios.

The *I can* sections in each unit set 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. Hyperlinked pdfs of the CEFR are also available at this site.

2018 updates to CEFR descriptors

The descriptors contained in this document have been updated to match the revisions to the wording in the COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES: LEARNING, TEACHING, ASSESSMENT, COMPANION VOLUME WITH NEW DESCRIPTORS from

2018.

Life has been mapped against this updated version of the CEFR, covering a broad range of key descriptors such as all the listening and reading skills, written and spoken production, as well as many essential descriptors such as using cues and inferring and spoken fluency. Note however that the updated descriptors in the 2018 document also include a number of newer sections such as mediation, online interaction and reactions to literature which have not been covered in our mapping.

Life Upper-intermediate CEF Overview

Framework level: B2

Communicative activities:

Reception (spoken)

DESCRIPTOR	STUDENT'S BOOK ACTIVITIES
<p>Overall listening comprehension:</p> <p>Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.</p>	<p>U1 ex2; U1a ex3, 4; U1d ex2, 3; U2 ex3, 4; U2b ex3, 4; U2d ex2, 3; U3 ex3; U3b ex3, 4; U3d ex3, 4; U4 ex3; U4b ex2, 3; U4d ex2, 3; U5 ex2; U5b ex2, 3; U5d ex1, 3; U6 ex2; U6b ex2, 3, 4; U6d ex3, 4; U7 ex2; U7b ex2, 3; U7d ex3, 5, 6; U8 ex2, 4; U8b ex3, 4; U8d ex2, 3; U9 ex2; U9b ex3, 4; U9d ex2, 4; U10 ex3; U10b ex2, 3; U10d ex2, 3; U11 ex3; U11b ex4, 5, 6; U11d ex2, 4; U12 ex2, 3; U12b ex3, 4; U12d ex3, 4</p>
<p>Understanding interaction between speakers of the target language:</p> <p>Can keep up with an animated conversation between speakers of the target language.</p>	<p>U1d ex2; U2 ex3; U2d ex2; U3d ex3; U4d ex2; U5d ex1, 3; U6d ex3; U8d ex2; U9d ex2; U10d ex2; U11d ex2; U12d ex3</p>
<p>Listening to radio and audio recordings:</p> <p>Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone etc.</p>	<p>U1a ex3, 4; U2b ex3, 4; U3b ex3, 4; U4b ex2, 3; U9 ex2; U9b ex3, 4;</p>

Reception audio/visual

<p>Can understand most TV news and current affairs programmes.</p> <p>Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.</p>	<p>U1f ex3, 4, 5, 6; U2f ex3, 4; U3f ex3, 4, 5; U4f ex3, 4; U5f ex3, 4, 5; U6f ex3, 4, 7; U7f ex4, 6; U8f ex3, 4, 5; U9f ex4, 5, 6, 7; U10f ex3, 4; U11f ex3, 4; U12f ex3, 4, 5</p>
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Reception (written)

<p>Overall reading comprehension:</p> <p>Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.</p>	<p>U1b ex2, 3; U1c ex2, 3; U2a ex4; U2c ex2, 3; U3a ex3, 4; U3c ex2, 3; U4a ex2, 3, 4; U4c ex2, 3; U5a ex4; U5c ex2, 3, 4; U6a ex4, 5; U6c ex2, 3; U7a ex3; U7c ex2, 3, 4; U8a ex1, 2; U8c ex2, 3, 4; U9a ex2, 3; U9c ex2, 3, 5; U10a ex2, 3; U10c ex2, 3, 4; U11a ex3; U11c ex2, 3; U12a ex4, 5; U12c ex2, 3</p>
<p>Reading for orientation:</p> <p>Can scan quickly through long and complex texts, locating relevant details.</p>	<p>U1b ex3; U2c ex4; U3c ex4; U5c ex2; U6a ex4; U7c ex4; U8a ex2; U9a ex4; U11c ex3</p>
<p>Reading for information and argument:</p> <p>Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.</p>	<p>U1c ex5, 6; U2c ex7, 8; U3c ex5; U4c ex5, 6; U5c ex6, 7; U6c ex6, 7; U7c ex6, 7; U8c ex4, 5; U9c ex5, 6; U10c ex4, 5; U11c ex5, 6; U12c ex5, 6</p>

Interaction (spoken)

<p>Overall spoken interaction:</p> <p>Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.</p>	<p>U1 ex3; U1c ex1, 8; U1e ex1; U1f ex1; U2 ex1, 5; U2b ex2, 9, 10; U2f ex1, 8; U3 ex4; U3a ex1, 2; U3c ex1; U3f ex1, 2; U3Review ex7; U4 ex1, 4; U4a ex1, 2; U4b ex1; U4f ex1, 7; U4Review ex5; U5 ex1, 5; U5a ex2; U5c ex1, 7, 10; U5f ex1; U5Review ex6; U6 ex1; U6a ex10, 11; U6c ex1, 10; U6f ex1, 2; U6Review ex7; U7 ex4; U7b ex1; U7c ex11; U7f ex1, 8; U7Review ex8; U8f ex7; U9 ex1, 4; U9b ex2; U9c ex9; U9d ex1; U9f ex1; U10a ex10; U10f ex7; U11a ex9; U11b ex3, 13; U11c ex10, 11; U11d ex1; U11f ex1; U11Review ex5; U12a ex3; U12f ex1</p>
<p>Conversation:</p> <p>Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.</p> <p>Can convey degrees of emotion and highlight the personal significance of events and experiences.</p>	<p>U1a ex13; U1d ex1, 6; U1Review ex9; U2 ex5; U2c ex1; U2d ex1, 5; U2Review ex7; U3 ex1; U3a ex9, 10; U3b ex1; U3d ex1; U3Review ex7; U4b ex1; U4c ex1, 9; U4d ex1; U5Review ex8; U6a ex1, 2, 10; U6e ex1; U7a ex1; U7c ex11; U8 ex5; U8a ex9; U8d ex1, 6, 7; U9d ex6; U10b ex1; U10e ex1; U11 ex1, 4; U11Review ex7; U12d ex1</p>
<p>Informal discussion:</p> <p>Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.</p>	<p>U1 ex3; U1a ex2; U1b ex14; U1c ex1; U1f ex8, 10; U1Review ex3; U2 ex1; U4a ex10, 11; U5b ex1; U5c ex7, 10; U5d ex2; U5e ex1; U5f ex8; U6 ex1; U6a ex10, 11; U6c ex1; U6d ex1; U7 ex1; U7a ex10, 11; U7c ex1; U7d ex2; U8 ex1, 5; U8c ex5; U8Review ex1; U9 ex4; U9f ex9; U10 ex2; U10a ex2, 11; U10c ex5; U10f ex7; U11a ex2; U11b ex2, 7; U11c ex1, 4, 11; U11f ex7; U12 ex1, 4; U12a ex6; U12b ex2; U12c ex1, 6; U12f ex7</p>
<p>Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.</p>	<p>U2a ex1; U3 ex2; U3b ex10; U3c ex1; U3f ex8; U4a ex11; U4c ex2, 9; U4d ex6; U4f ex8; U7a ex11; U8a ex1; U9c ex1; U9d ex6; U9e ex1; U10a ex2; U12c ex6;</p>
<p>Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.</p>	<p>U1b ex1, 2, 14; U1c ex1; U5c ex7, 10; U9c ex9; U11a ex2; U12d ex2</p>
<p>Goal-oriented co-operation:</p> <p>Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.</p>	<p>U3d ex6; U3Review ex7; U4f ex7; U6a ex10, 11; U12b ex13</p>
<p>Can help along the progress of the work by inviting others to join in, say what they think etc.</p>	<p>U4f ex7</p>
<p>Can understand detailed instructions reliably</p>	<p>U3Review ex6, 7</p>
<p>Transactions to obtain goods and services:</p> <p>Can explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession.</p>	<p>U6b ex11; U6d ex6; U6Review ex7; U12d ex8</p>
<p>Information exchange:</p> <p>Can give a clear, detailed description of how to carry out a procedure.</p>	<p>U6a ex1; U10d ex6</p>
<p>Can pass on detailed information reliably.</p>	<p>U1b ex14; U10 ex4; U10a ex11; U11d ex6; U12a ex13, 14</p>
<p>Can understand and exchange complex information and advice on the full range of matters related to his/her occupational role.</p>	<p>U4a ex11; U10b ex14</p>
<p>Interviewing and being interviewed:</p> <p>Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.</p>	<p>U1c ex8; U3b ex11; U4f ex6; U5b ex11; U6b ex11; U10 ex4; U10c ex9; U10d ex6</p>

Interaction (written)

<p>Correspondence:</p> <p>Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views.</p>	<p>U1e ex6, 7; U3e ex4, 5; U6e ex5, 6; U6e ex5; U8e ex7; U8f ex7; U11e ex4, 5</p>
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Production (spoken)

<p>Overall spoken production:</p> <p>Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.</p>	<p>U1a ex13; U2a ex2, 11, 12; U3c ex9; U4a ex11; U4b ex12; U4Review ex8; U5 ex5; U5a ex10; U6c ex11; U7Review ex8; U8a ex10; U8Review ex7; U9f ex10, 11; U9Review ex8; U10a ex11; U10b ex1, 4; U11a ex9; U12b ex13</p>
<p>Sustained monologue (experience):</p> <p>Can give clear, detailed descriptions on a wide range of subjects related to his field of interest.</p>	<p>U2a ex11, 12; U2c ex10; U2d ex5; U2f ex7; U2Review ex7; U4d ex6; U5 ex5; U7d ex8, 9; U7Review ex8; U8a ex10; U8b ex12; U9a ex10; U9b ex2, 12; U10a ex11; U10d ex6; U11a ex9</p>
<p>Sustained monologue (debate):</p> <p>Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples</p>	<p>U3c ex9; U4f ex7; U5d ex6, 7; U5f ex8; U8c ex7; U12c ex7, 8; U12f ex8</p>
<p>Addressing audiences:</p> <p>Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.</p> <p>Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression.</p>	<p>U3c ex9; U4b ex12; U4d ex6; U5d ex6, 7; U5f ex8; U12c ex8; U12f ex8</p>

Production (written):

<p>Overall written production</p> <p>Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.</p>	<p>U1e ex6; U1f ex9; U2a ex10; U2e ex4; U3e ex4; U4e ex4, 5; U5e ex5a, 5b, 6; U6e ex5; U7e ex5; U8b ex11; U8e ex7; U9e ex4; U10e ex6; U10Review ex7; U11e ex4</p>
<p>Creative writing</p> <p>Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest.</p>	<p>U2e ex4; U7e ex5, 6; U8c ex7; U9a ex10; U9e ex4, 5</p>
<p>Reports and essays:</p> <p>Can write short, simple essays on topics of interest.</p> <p>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.</p> <p>Can write very brief, reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions.</p>	<p>U3f ex7; U5e ex6; U6c ex11; U12e ex4</p>

Communication strategies

Reception (spoken & written)

<p>Identifying clues & inferring:</p> <p>Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.</p>	<p>U1b ex5; U1c ex4, 7; U1e ex5; U1f ex2a, 7a; U2b ex4; U2c ex7, 8; U2e ex3a, 3b; U3a ex5; U3c ex4; U3e ex3; U3f ex6a; U4c ex4, 7; U5c ex4, 5; U5f ex2a, 7a; U6a ex5; U6c ex3, 6; U6e ex4a, 4b; U6f ex8a; U7a ex3; U7c ex5, 6, 7; U7f ex7a; U8c ex4, 5; U8f ex5, 6a; U9a ex4; U9c ex4, 7; U9f ex8a; U10c ex4, 5, 6; U11c ex7, 8; U11f ex2a, 5a; U12a ex5; U12c ex4, 5</p>
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Interaction

<p>Cooperating:</p> <p>Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.</p>	<p>U1f ex10; U3f ex8; U4f ex8; U6f ex9; U8f ex7; U9f ex11; U10f ex7; U11f ex7; U12f ex8</p>
<p>Planning:</p> <p>Can plan what is to be said and the means to say it, considering the effect on the recipient/s.</p>	<p>U1a ex12; U1f ex9; U2a ex10; U2c ex9; U2f ex8; U4f ex8; U5f ex8; U6a ex10; U7e ex5; U8f ex7; U9f ex6; U10f ex7; U11f ex7; U12f ex8</p>

Communicative language competence

Linguistic – range

<p>Vocabulary range:</p> <p>Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.</p>	<p>U1 ex1; U1a ex10, 11; U1Review ex4, 5, 6; U2 ex2; U2a ex1, 2, 3; U2b ex1; U2Review ex5, 6; U3b ex1, 5; U3Review ex4, 5; U4 ex2; U4a ex5; U4Review ex4; U5 ex3; U5a ex1; U5b ex5, 6; U5Review ex4, 5; U6 ex3; U6a ex1; U6b ex1; U6c ex8; U6Review ex4, 5; U7a ex4; U7b ex10; U7c ex8; U7Review ex5, 6; U8a ex3, 4; U8b ex2; U8Review ex4, 5; U9a ex1; U9b ex1, 2; U9c ex7, 8; U9Review ex5, 6; U10 ex1; U10a ex4; U10b ex5; U10c ex6; U10Review ex4, 5; U11 ex2; U11a ex1; U11b ex7; U11Review ex4; U12 ex3; U12a ex1, 2; U12b ex1, 5; U12c ex4; U12Review ex4, 5</p>
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Control

<p>Grammatical accuracy:</p> <p>Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.</p>	<p>U1a ex5, 6, 7, 8, 9; U1b ex7, 8, 10, 13; U1Review ex1, 3; U2a ex5, 6, 7, 9; U2b ex5, 7, 8; U2Review ex1, 3, 4; U3a ex6, 7, 8, 9; U3b ex7, 8, 9; U3Review ex1, 2, 3; U4a ex6, 7, 8, 9; U4b ex5, 6, 7, 8, 9; U4Review ex1, 2, 3; U5a ex5, 6, 7, 8; U5b ex8, 9, 10; U5Review ex1, 2, 3; U6a ex6, 7, 8, 9; U6b ex6, 7, 9; U6Review ex1, 2, 3; U7a ex5, 6, 7, 8, 9; U7b ex5, 6, 7, 8; U7Review ex1, 2, 3, 4; U8a ex5, 6, 7, 9; U8b ex6, 7, 8, 9, 10; U8Review ex1, 2, 3; U9a ex5, 6, 7, 8, 9; U9b ex6, 7, 8, 9, 10, 11; U9Review ex1, 2, 3, 4; U10a ex5, 6, 7, 8, 9; U10b ex8, 9, 10, 11, 12; U10Review ex1, 2, 3; U11a ex5, 6, 7, 8; U11b ex8, 9, 10, 11; U11Review ex1, 2, 3; U12a ex7, 8, 9, 10; U12b ex6, 7, 8, 9, 10; U12Review ex1, 2, 3</p>
<p>Vocabulary control:</p> <p>Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.</p>	<p>U1a ex11; U1e ex4; U1Review ex4; U2Review ex6; U4Review ex4; U5b ex6; U5Review ex5; U6Review ex5; U7Review ex5; U8Review ex4; U9Review ex5; U10Review ex4; U12a ex2; U12b ex1</p>
<p>Phonological control:</p> <p>Has a clear, natural, pronunciation and intonation.</p>	<p>U1b ex9; U1d ex5a, 5b; U2a ex8a, 8b; U2b ex6a, 6b; U2d ex4a, 4b; U3d ex5a, 5b; U4b ex10a, 10b; U4d ex4a, 4b; U5b ex7a, 7b; U5d ex5a, 5b; U6b ex8a, 8b; U6d ex5a, 5b; U7b ex9a, 9b, 9c; U7d ex7a, 7b; U8a ex8a, 8b; U8b ex10a, 10b; U8d ex4; U9d ex5a, 5b, 5c; U10a ex10; U10d ex5a, 5b; U11b ex12a, 12b; U11d ex5a, 5b; U12a ex11a, 11b; U12b ex11a, 11b; U12d ex7a, 7b</p>
<p>Orthographic control:</p> <p>Can produce clearly intelligible continuous writing, which follows standard layout and paragraphing conventions.</p> <p>Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.</p>	<p>U1e ex4, 5, 6; U2e ex3, 4, 5; U3e ex4, 5; U4e ex4; U5e ex6; U6e ex5; U7e ex4, 5, 6; U8e ex7; U9a ex10; U9e ex4; U10e ex6; U11e ex4; U12e ex3b, 4</p>

Sociolinguistic

<p>Sociolinguistic appropriateness:</p> <p>Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.</p>	<p>U1d ex4; U1Review ex7, 8; U2d ex3; U2Review ex7; U3d ex4; U3Review ex7; U4d ex3, 6; U4Review ex7, 8; U5d ex4; U5Review ex7, 8; U6d ex4; U6Review ex6, 7; U7d ex4; U7Review ex7, 8; U8d ex3; U8Review ex6, 7; U9d ex3; U9Review ex7, 8; U10d ex3; U10Review ex6; U11d ex3, 4; U11Review ex6; U12d ex4; U12Review ex7</p>
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Pragmatic

<p>Spoken fluency:</p> <p>Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.</p>	<p>U1b ex14; U1c ex8; U2a ex11, 12; U2c ex10; U3b ex11; U3c ex9; U4b ex12; U4c ex9; U5a ex10; U5b ex11; U5c ex10; U6b ex11; U6c ex10; U6d ex6; U7b ex12; U7c ex11; U8b ex12; U9b ex12; U9c ex9; U10b ex14; U10c ex9; U11b ex13; U11c ex10, 11; U12c ex8</p>
<p>Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses.</p> <p>Can interact with a degree of fluency and spontaneity that makes regular interaction with speakers of the target language quite possible without imposing strain on either party.</p>	<p>U1Review ex8; U2c ex10; U2d ex5; U2Review ex7; U3Review ex7; U4d ex6; U4Review ex8; U5d ex7; U7d ex9; U7Review ex8; U8Review ex7; U9Review ex8; U10a ex11</p>

Life Upper-intermediate CEF mapping

Framework level: B2

Unit 1 Relationships

Unit 1 opener (page 9)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	1
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	2
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	3
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	3

1a Unlikely friends (pages 10–11)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	1, 11
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	2
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	3, 4
Listening to radio and audio recordings:	Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone etc.	3, 4
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	5, 6, 7, 8, 9
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	10
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	12
Overall spoken production	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.	13

1b A confused generation (pages 12–13)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.	1, 2, 4, 14
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	2, 3
Reading for orientation	Can scan quickly through long and complex texts, locating relevant details.	3
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	3, 4
Identifying clues & inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	5
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	5, 6
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	7, 8, 10, 11, 13
Phonological control	Has a clear, natural, pronunciation and intonation.	9
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	12, 14
Information exchange	Can pass on detailed information reliably.	14
Spoken fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	14

1c Bloodlines (pages 14–15)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.	1
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	1, 8
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	2, 3
Identifying clues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	4, 7
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	5, 6
Interviewing and being interviewed	Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.	8
Spoken fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	8

1d What have you been up to? (page 16)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. Can convey degrees of emotion and highlight the personal significance of events and experiences.	1, 6
Understanding interaction between speakers of the target language	Can keep up with an animated conversation between speakers of the target language.	2
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	2, 3
Sociolinguistic appropriateness	Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	4
Phonological control	Has a clear, natural, pronunciation and intonation.	5

1e News from home (page 17)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	1
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	2, 3
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	4
Identifying clues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	5
Orthographic control	Can produce clearly intelligible continuous writing, which follows standard layout and paragraphing conventions. Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.	5, 6, 7
Overall written production	Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.	6
Correspondence	Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views.	6, 7

1f 'Lady Liberty' and Ellis Island (pages 18–19)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	1
Identifying clues & inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	2a, 2b, 7a

Watching TV and film	Can understand most TV news and current affairs programmes. Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.	3, 4, 5, 6
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	8, 10
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	9
Cooperating	Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.	9
Overall written production	Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.	9

1 Review and Memory Booster (page 20)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	1, 2, 3
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	3
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	4
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	4, 5, 6
Sociolinguistic appropriateness	Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	6, 7, 8
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. Can convey degrees of emotion and highlight the personal significance of events and experiences.	9
Spoken fluency	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with speakers of the target language quite possible without imposing strain on either party.	9

Unit 2 Storytelling

Unit 2 opener (page 21)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	1
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	3, 4
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	2, 3
Understanding interaction between speakers of the target language	Can keep up with an animated conversation between speakers of the target language.	3

Sustained monologue	Can give clear, detailed descriptions on a wide range of subjects related to his field of interest.	4
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	1, 5
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. Can convey degrees of emotion and highlight the personal significance of events and experiences.	5

2a A key moment (pages 22–23)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	1, 2, 3
Overall spoken production	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.	2, 11, 12
Sustained monologue	Can give clear, detailed descriptions on a wide range of subjects related to his field of interest.	2, 11, 12
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	5, 6, 7, 9
Phonological control	Has a clear, natural, pronunciation and intonation.	8a, 8b
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	10
Overall written production	Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.	10
Spoken fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	11, 12

2b Visual storytelling (pages 24–25)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	1
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	2, 9, 10
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	3, 4
Listening to radio and audio recordings	Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone etc.	3, 4
Identifying clues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	4
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	5, 7, 8

Phonological control	Has a clear, natural, pronunciation and intonation.	6a, 6b
Overall spoken production	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.	9, 10

2c Once upon a time ... (pages 26–27)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can convey degrees of emotion and highlight the personal significance of events and experiences.	1
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	2, 3, 4
Reading for orientation	Can scan quickly through long and complex texts, locating relevant details.	4
Identifying clues & inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	5, 6
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	7, 8
Identifying clues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	7, 8
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	9
Sustained monologue	Can give clear, detailed descriptions on a wide range of subjects related to his field of interest.	10
Spoken fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	10
Spoken fluency	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with speakers of the target language quite possible without imposing strain on either party.	10

2d What a nightmare! (pages 28–29)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. Can convey degrees of emotion and highlight the personal significance of events and experiences.	1, 5
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	2, 3
Listening to radio and audio recordings	Can keep up with an animated conversation between speakers of the target language.	2
Sociolinguistic appropriateness	Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	3
Phonological control	Has a clear, natural, pronunciation and intonation.	4a, 4b
Sustained monologue	Can give clear, detailed descriptions on a wide range of subjects related to his field of interest.	5
Spoken fluency	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular	5

	interaction with speakers of the target language quite possible without imposing strain on either party.	
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2e A real-life drama (page 29)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	1, 2
Identifying clues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	3
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	3
Overall written production	Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.	4
Orthographic control	Can produce clearly intelligible continuous writing, which follows standard layout and paragraphing conventions. Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.	4
Creative writing	Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest.	4

2f How not to climb a mountain (pages 30–31)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	1, 2, 8
Identifying clues & inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	1, 2, 6
Watching TV and film	Can understand most TV news and current affairs programmes. Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.	3, 4
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	5
Interviewing and being interviewed	Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.	7
Sustained monologue	Can give clear, detailed descriptions on a wide range of subjects related to his field of interest.	7
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	8

2 Review and Memory Booster (page 32)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	1, 3, 4
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience	2

	some difficulty with low-frequency idioms.	
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	5, 6
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	6
Sociolinguistic appropriateness	Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	7
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. Can convey degrees of emotion and highlight the personal significance of events and experiences.	7

Unit 3 Science and technology

Unit 3 opener (page 33)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. Can convey degrees of emotion and highlight the personal significance of events and experiences.	1
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	2
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	3
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	4

3a Is technology the answer? (pages 34–35)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	1, 2
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	3, 4
Phonological control	Has a clear, natural, pronunciation and intonation.	5a, 5b
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	6, 7, 8, 9
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. Can convey degrees of emotion and highlight the personal significance of events and experiences.	10

3b Just press 'print' (pages 36–37)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	1, 5, 6
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	2
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	3, 4
Listening to radio and audio recordings	Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone etc.	3, 4
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	6, 7, 8, 9, 10
Interviewing and being interviewed	Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.	11

3c Appropriate technology (pages 38–39)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	1
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	2, 3, 4
Reading for orientation	Can scan quickly through long and complex texts, locating relevant details.	4
Identifying clues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	4
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	5, 6
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	7
Overall spoken production	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.	8, 9
Spoken fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	9
Sustained monologue (debate)	Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples	9
Addressing audiences	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail. Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression.	9

3d I can't get the TV to work (page 40)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can convey degrees of emotion and highlight the personal significance of events and experiences.	1
Identifying clues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	2
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	3, 4
Understanding interaction between speakers of the target language	Can keep up with an animated conversation between speakers of the target language.	3
Sociolinguistic appropriateness	Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	4
Phonological control	Has a clear, natural, pronunciation and intonation.	5a, 5b
Goal-oriented co-operation	Can understand detailed instructions reliably.	6

3e Technical help (page 41)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	1, 2
Identifying clues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	3
Overall written production	Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.	4
Orthographic control	Can produce clearly intelligible continuous writing, which follows standard layout and paragraphing conventions. Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.	4, 5
Correspondence	Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views.	4, 5

3f 3D-printed prosthetic limbs (pages 42–43)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	1, 2
Watching TV and film	Can understand most TV news and current affairs programmes. Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.	3, 4, 5
Identifying clues & inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	6a
Reports and essays	Can write short, simple essays on topics of interest. Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his field with some confidence. Can write very brief, reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions.	7

Cooperating	Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.	8
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	8

3 Review and Memory Booster (page 44)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	1, 2, 3
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	4, 5
Goal-oriented co-operation	Can understand detailed instructions reliably.	6, 7
Sociolinguistic appropriateness	Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	7
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	7
Conversation	Can convey degrees of emotion and highlight the personal significance of events and experiences.	7

Unit 4 Art and creativity

Unit 4 opener (page 45)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	1, 4
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	2
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	3

4a Reverse graffiti (pages 46–47)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	1, 2
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	2, 3, 4
Identifying clues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	5
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	6, 7, 8, 9
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	10, 11

Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	10, 11
Overall spoken production	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.	11

4b All about Melbourne (pages 48–49)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	1, 4
Conversation	Can convey degrees of emotion and highlight the personal significance of events and experiences.	1
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	2, 3
Listening to radio and audio recordings	Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone etc.	2, 3
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	5, 6, 7, 8, 9
Phonological control	Has a clear, natural, pronunciation and intonation.	10
Identifying clues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	11
Overall spoken production	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.	12
Addressing audiences	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail. Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression.	12
Spoken fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	12

4c Why do we need music? (pages 50–51)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can convey degrees of emotion and highlight the personal significance of events and experiences.	1, 9
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	2, 9
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	2, 3
Identifying clues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	4, 7
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	5, 6
Spoken fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	9

4d Personal tastes (page 52)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can convey degrees of emotion and highlight the personal significance of events and experiences.	1
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	2, 3
Understanding interaction between speakers of the target language	Can keep up with an animated conversation between speakers of the target language.	2
Phonological control	Has a clear, natural, pronunciation and intonation.	4a, 4b
Sociolinguistic appropriateness	Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	3, 5
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	6
Sustained monologue	Can give clear, detailed descriptions on a wide range of subjects related to his field of interest.	6
Addressing audiences	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail. Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression.	6
Spoken fluency	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with speakers of the target language quite possible without imposing strain on either party.	6

4e You've got to see this (page 53)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	1, 2
Identifying clues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	3
Overall written production	Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.	4
Orthographic control	Can produce clearly intelligible continuous writing, which follows standard layout and paragraphing conventions. Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.	4

4f Art for the people (pages 54–55)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	1, 7
Identifying clues & inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	2, 5a

Watching TV and film	Can understand most TV news and current affairs programmes. Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.	3, 4
Interviewing and being interviewed	Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.	6
Goal-oriented co-operation	Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.	7
Goal-oriented co-operation	Can help along the progress of the work by inviting others to join in, say what they think etc.	7
Sustained monologue (debate)	Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples.	7
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	8
Cooperating	Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.	8

4 Review and Memory Booster (page 56)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	1,2, 3
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	4
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	4, 5, 6
Sociolinguistic appropriateness	Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	7
Overall spoken production	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.	8
Spoken fluency	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with speakers of the target language quite possible without imposing strain on either party.	8

Unit 5 Development

Unit 5 opener (page 57)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	1, 2, 3
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	2, 4
Overall spoken production	Can give clear, detailed descriptions and presentations on complex subjects, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.	5
Sustained monologue	Can give clear, detailed descriptions on a wide range of subjects related to his field of interest.	5

5a From reality to fantasy (pages 58–59)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	1
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	2, 3
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	4
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	5, 6, 7, 8
Overall written production	Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.	9
Identifying clues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	10
Overall spoken production	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.	10

5b The Kerala model (pages 60–61)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	1, 4
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	2, 3
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	5, 6
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	6
Phonological control	Has a clear, natural, pronunciation and intonation.	7a, 7b
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	8, 9, 10
Interviewing and being interviewed	Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.	11
Spoken fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	11

5c The teenage mind (pages 62–63)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	1, 7, 10
Reading for orientation	Can scan quickly through long and complex texts, locating relevant details.	2
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	2, 3, 4
Identifying clues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	4, 5, 8

Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	6, 7
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	7, 9, 10
Informal discussion	Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.	7, 10
Spoken fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	10

5d A controversial issue (page 64)

COMPONENT	DESCRIPTOR	EXERCISE
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	1, 3
Understanding interaction between speakers of the target language	Can keep up with an animated conversation between speakers of the target language.	1, 3
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	2
Sociolinguistic appropriateness	Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	4
Phonological control	Has a clear, natural, pronunciation and intonation.	5a, 5b
Sustained monologue (debate)	Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples	6, 7
Addressing audiences	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail. Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression.	6, 7

5e Big cities, big problems (page 65)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	1
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	2, 3, 4
Overall written production	Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.	5, 6
Orthographic control	Can produce clearly intelligible continuous writing, which follows standard layout and paragraphing conventions. Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.	6
Reports & essays	Reports and essays: Can write short, simple essays on topics of interest. Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his field with some confidence. Can write very brief, reports to a standard conventionalised format, which	6

	pass on routine factual information and state reasons for actions.	
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5f Scandinavian mega-bridge (pages 66–67)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	1
Identifying clues & inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	2a, 2b, 6, 7a
Watching TV and film	Can understand most TV news and current affairs programmes. Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.	3, 4, 5
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	8
Cooperating	Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.	8
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	8
Addressing audiences	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail. Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression.	8

5 Review and Memory Booster (page 68)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	1, 2, 3
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	4, 5
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	6
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	6
Sociolinguistic appropriateness	Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	7
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	8
Spoken fluency	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with speakers of the target language quite possible without imposing strain on either party.	8

Unit 6 Alternative travel

Unit 6 opener (page 69)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	1
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	1
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	2
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	3

6a Staycations (pages 70–71)

COMPONENT	DESCRIPTOR	EXERCISE
Information exchange	Can give a clear, detailed description of how to carry out a procedure.	1
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	1
Conversation	Can convey degrees of emotion and highlight the personal significance of events and experiences.	2
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	3, 10, 11
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	4, 5
Reading for orientation	Can scan quickly through long and complex texts, locating relevant details.	4
Identifying clues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	5
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	6, 7, 8, 9
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	10
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	10, 11
Goal-oriented co-operation	Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.	11

6b Voluntourism (pages 72–73)

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

Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	2, 3, 4
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	5
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	6, 7, 9
Phonological control	Has a clear, natural, pronunciation and intonation.	8a, 8b
Interviewing and being interviewed	Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.	10, 11
Transactions to obtain goods and services	Can explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession.	11
Spoken fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	11

6c Unusual places to stay (pages 74–75)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	1, 5
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances..	1, 10
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	2, 3
Identifying clues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	3, 4, 6
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	6, 7
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	8
Spoken fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	9, 10
Overall spoken production	Can give clear, detailed descriptions and presentations on complex subjects, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.	11
Reports and essays	Can write short, simple essays on topics of interest. Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his field with some confidence. Can write very brief, reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions.	11

6d Couch surfing (page 76)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	1
Sociolinguistic appropriateness	Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	2

Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	3, 4
Phonological control	Has a clear, natural, pronunciation and intonation.	5a, 5b
Transactions to obtain goods and services	Can explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession.	6
Spoken fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	6

6e A disappointed customer (page 77)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can convey degrees of emotion and highlight the personal significance of events and experiences.	1
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	2, 3
Identifying clues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	4
Overall written production	Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.	4, 5
Orthographic control	Can produce clearly intelligible continuous writing, which follows standard layout and paragraphing conventions. Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.	5
Correspondence	Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views.	5, 6

6f The unexpected beauty of travelling solo (pages 78–79)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	1, 2, 5
Watching TV and film	Can understand most TV news and current affairs programmes. Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.	3, 4, 7
Identifying clues & inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	6, 8a
Cooperating	Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.	9

6 Review and Memory Booster (page 80)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	1, 2, 3
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	4, 5
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	5
Sociolinguistic appropriateness	Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	6

Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	7
Transactions to obtain goods and services	Can explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession.	7
Sociolinguistic appropriateness	Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	7
Information exchange	Can pass on detailed information reliably.	7

Unit 7 Customs and behaviour

Unit 7 opener (page 81)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	1
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	2
Identifying clues & inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	3
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	4

7a Cruel to be kind (pages 82–83)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. Can convey degrees of emotion and highlight the personal significance of events and experiences.	1, 2
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	3
Identifying clues & inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	3
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	4
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	5, 6, 7, 8, 9
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	10, 11
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	10, 11

7b A matter of taste (pages 84–85)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	1, 4
Overall listening	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic	2, 3

comprehension	or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	5, 6, 7, 8
Phonological control	Has a clear, natural, pronunciation and intonation.	9a, 9b
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	10
Spoken fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	11
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	11, 12

7c Cultural conventions (pages 86–87)

COMPONENT	DESCRIPTOR	EXERCISE
Information exchange	Can pass on detailed information reliably.	1
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	2, 3, 4
Reading for orientation	Can scan quickly through long and complex texts, locating relevant details.	3
Identifying clues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	5, 6, 7
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	6, 7
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	8
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	9, 10, 11
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. Can convey degrees of emotion and highlight the personal significance of events and experiences.	11
Spoken fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	11

7d Wedding customs (page 88)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	1
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	2
Sociolinguistic appropriateness	Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	3, 4
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	3, 5, 6

Phonological control	Has a clear, natural, pronunciation and intonation.	7a, 7b
Sustained monologue	Can give clear, detailed descriptions on a wide range of subjects related to his field of interest.	8, 9
Spoken fluency	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with speakers of the target language quite possible without imposing strain on either party.	9

7e Firework festival (page 89)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	1
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	2, 3
Identifying clues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	4
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	5
Overall written production	Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.	5
Creative writing	Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest.	5
Orthographic control	Can produce clearly intelligible continuous writing, which follows standard layout and paragraphing conventions. Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.	5

7f Eating insects (pages 90–91)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	1, 3, 8
Identifying clues & inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	2a, 2b, 7a
Watching TV and film	Can understand most TV news and current affairs programmes. Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.	4, 5, 6

7 Review and Memory Booster (page 92)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	1, 2, 3, 4
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	5, 6
Sociolinguistic appropriateness	Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	8

Spoken fluency	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with speakers of the target language quite possible without imposing strain on either party.	8
Sustained monologue	Can give clear, detailed descriptions on a wide range of subjects related to his field of interest.	8

Unit 8 Hopes and ambitions

Unit 8 opener (page 93)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	1, 3
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	2, 4
Conversation	Can convey degrees of emotion and highlight the personal significance of events and experiences.	5

8a Rise of the 'rocket girls' (pages 94–95)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	1, 2
Reading for orientation	Can scan quickly through long and complex texts, locating relevant details.	2
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	3, 4
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	5, 6, 7, 9
Phonological control	Has a clear, natural, pronunciation and intonation.	8a, 8b
Overall spoken production	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.	10
Sustained monologue	Can give clear, detailed descriptions on a wide range of subjects related to his field of interest.	10

8b I wish I could... (pages 96–97)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	1, 5
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	2
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	3, 4

Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	6, 7, 8, 9
Phonological control	Has a clear, natural, pronunciation and intonation.	10a, 10b
Overall written production	Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.	11
Sustained monologue (experience)	Can give clear, detailed descriptions on a wide range of subjects related to his field of interest.	12
Spoken fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	12

8c Saving Madagascar (pages 98–99)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	1
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	2, 3, 4
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	4
Identifying clues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	4, 5
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	5
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	6
Creative writing	Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest.	7
Sustained monologue (debate)	Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples	7
Overall written production	Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.	7

8d Choices (page 100)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can convey degrees of emotion and highlight the personal significance of events and experiences.	1, 6, 7
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	2, 3
Understanding interaction between speakers of the target language	Can keep up with an animated conversation between speakers of the target language.	2
Sociolinguistic appropriateness	Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	3
Phonological control	Has a clear, natural, pronunciation and intonation.	4

Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	5
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8e A wish for change (page 101)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	1
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	2
Orthographic control	Can produce clearly intelligible continuous writing, which follows standard layout and paragraphing conventions. Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.	3
Identifying clues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	4
Overall written production	Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.	5, 6, 7
Correspondence	Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views.	7

8f What would you do if money didn't matter? (pages 102–103)

COMPONENT	DESCRIPTOR	EXERCISE
Identifying clues & inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	2a, 2b, 6a
Watching TV and film	Can understand most TV news and current affairs programmes. Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.	3, 4, 5
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	7
Cooperating	Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.	7
Correspondence	Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views.	7
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	8

8 Review and Memory Booster (page 104)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	1, 2, 3
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	4, 5
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	4

Sociolinguistic appropriateness	Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	6, 7
Overall spoken production	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.	7

Unit 9 The news

Unit 9 opener (page 105)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	1, 3, 4
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	2
Listening to radio and audio recordings	Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone etc.	2
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	1, 3, 4

9a A life revealed (pages 106–107)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	1
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	2, 3
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	2
Reading for orientation	Can scan quickly through long and complex texts, locating relevant details.	4
Identifying clues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	4
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	5, 6, 7, 8, 9
Orthographic control	Can produce clearly intelligible continuous writing, which follows standard layout and paragraphing conventions. Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.	9, 10
Sustained monologue (experience)	Can give clear, detailed descriptions on a wide range of subjects related to his field of interest.	10
Creative writing	Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest.	10

9b And finally... (pages 108–109)

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

Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	2, 5
Sustained monologue	Can give clear, detailed descriptions on a wide range of subjects related to his field of interest.	2, 12
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	3, 4
Listening to radio and audio recordings	Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone etc.	3, 4
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	6, 7, 8, 9, 10, 11
Spoken fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	12

9c From hero to zero (pages 110–111)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	2, 3, 4
Identifying clues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	4, 7, 8
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	5, 6
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	7, 8
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	9
Informal discussion	Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.	9
Spoken fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	9

9d Spreading the news (page 112)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances..	1,3
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	2, 4
Understanding interaction between speakers of the target language	Can keep up with an animated conversation between speakers of the target language.	2, 3, 4
Sociolinguistic appropriateness	Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	3

Phonological control	Has a clear, natural, pronunciation and intonation.	5a, 5b
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	6
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. Can convey degrees of emotion and highlight the personal significance of events and experiences.	6

9e News story (page 113)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	2
Identifying clues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	3
Creative writing	Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest.	4
Overall written production	Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.	4
Orthographic control	Can produce clearly intelligible continuous writing, which follows standard layout and paragraphing conventions. Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.	4

9f News: the weird and the wonderful (pages 114–115)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	1
Identifying clues & inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	2a, 2b, 3, 8a
Watching TV and film	Can understand most TV news and current affairs programmes. Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.	4, 5, 6, 7
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	9
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	9
Cooperating	Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.	9
Overall spoken production	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.	10, 11

9 Review and Memory Booster (page 116)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	1, 2, 3, 4
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	5, 6

Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	5, 6
Sociolinguistic appropriateness	Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	7
Overall spoken production	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.	8
Spoken fluency	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with speakers of the target language quite possible without imposing strain on either party.	8

Unit 10 Talented people

Unit 10 opener (page 117)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	1
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	2
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	3
Interviewing and being interviewed	Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.	4
Information exchange	Can pass on detailed information reliably.	4

10a An ordinary man (pages 118–119)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	1, 4, 7
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	1
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	2, 11
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	2, 3
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	3
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	4
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	5, 6, 7, 8, 9
Phonological control	Has a clear, natural, pronunciation and intonation.	10

Sustained monologue	Can give clear, detailed descriptions on a wide range of subjects related to his field of interest.	11
Overall spoken production	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.	11

10b The real-life Batman? (pages 120–121)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken production	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.	1, 4, 7
Conversation	Can convey degrees of emotion and highlight the personal significance of events and experiences.	1
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	2, 3
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	5, 6
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	8, 9, 10, 11, 12
Information exchange	Can understand and exchange complex information and advice on the full range of matters related to his/her occupational role.	13
Spoken fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	13

10c The king herself (pages 122–123)

COMPONENT	DESCRIPTOR	EXERCISE
Identifying clues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	1, 4, 5, 6, 8
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	2, 3, 4
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	4, 5
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	5
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	6, 7
Interviewing and being interviewed	Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.	9
Spoken fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	9

10d The right job (page 124)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals	1, 4

	and making and responding to hypotheses.	
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	2, 3
Understanding interaction between speakers of the target language	Can keep up with an animated conversation between speakers of the target language.	2, 3
Sociolinguistic appropriateness	Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	3
Phonological control	Has a clear, natural, pronunciation and intonation.	5a, 5b
Interviewing and being interviewed	Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.	6
Transactions to obtain goods and services	Can explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession.	6

10e First impressions (page 125)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can convey degrees of emotion and highlight the personal significance of events and experiences.	1
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	2, 3
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	4
Overall written production	Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.	5, 6
Correspondence	Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views.	5, 6
Orthographic control	Can produce clearly intelligible continuous writing, which follows standard layout and paragraphing conventions. Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.	5, 6

10f Queen of Egypt (pages 126–127)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	1, 6, 7
Identifying clues & inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	2a, 2b, 5a
Watching TV and film	Can understand most TV news and current affairs programmes. Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.	3, 4
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	7

10 Review and Memory Booster (page 128)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	1, 2, 3
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	4, 5
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	4
Sociolinguistic appropriateness	Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	6
Overall written production	Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.	7

Unit 11 Knowledge and learning

Unit 11 opener (page 129)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can convey degrees of emotion and highlight the personal significance of events and experiences.	1, 4
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	2
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	3
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	4

11a Innovation in learning (pages 130–131)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	1
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	2
Informal discussion	Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.	2
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	3, 4
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	5, 6, 7, 8
Overall spoken production	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.	9
Sustained monologue	Can give clear, detailed descriptions on a wide range of subjects related to his field of interest.	9
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she	9

	wants to say, adopting a level of formality appropriate to the circumstances.	
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11b Memory (pages 132–133)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	1, 2, 7
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances..	3, 13
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	4, 5, 6
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	7
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	8, 9, 10, 11
Phonological control	Has a clear, natural, pronunciation and intonation.	12a, 12b
Spoken fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	13

11c Who's a clever bird, then? (pages 134–135)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	1, 4, 11
Reading for orientation	Can scan quickly through long and complex texts, locating relevant details.	2, 3
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	2, 3
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	5, 6
Identifying clues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	7, 8
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances..	9, 10
Spoken fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	10, 11

11d Keep learning (page 136)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances..	1
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	2, 4
Sociolinguistic appropriateness	Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	3, 4
Phonological control	Has a clear, natural, pronunciation and intonation.	5a, 5b
Information exchange	Can pass on detailed information reliably.	6

11e The wrong course (page 137)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	1
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	2
Orthographic control	Can produce clearly intelligible continuous writing, which follows standard layout and paragraphing conventions. Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.	3, 4
Overall written production	Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.	3, 4
Correspondence	Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views.	3, 4

11f Paraguay shaman (pages 138–139)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	1
Identifying clues & inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	2a, 2b, 5a
Watching TV and film	Can understand most TV news and current affairs programmes. Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.	3, 4
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	6, 7
Cooperating	Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.	6, 7

Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	6, 7
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11 Review and Memory Booster (page 140)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	1, 2, 3
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	4, 5
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	5
Sociolinguistic appropriateness	Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	6
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	7

Unit 12 Money

Unit 12 opener (page 141)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	1, 4
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	2, 3
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	3

12a Saving for a rainy day (pages 142–143)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	1, 2
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	1, 2
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	3, 6
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	4, 5
Identifying clues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	5
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	6

Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	7, 8, 9, 10
Phonological control	Has a clear, natural, pronunciation and intonation.	11a, 11b
Information exchange	Can pass on detailed information reliably.	12, 13, 14

12b Get someone else to do it (pages 144–145)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	1, 5, 12
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	2
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	2
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	3, 4
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	6, 7, 8, 9, 10
Phonological control	Has a clear, natural, pronunciation and intonation.	11a, 11b
Goal-oriented co-operation	Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.	13
Overall spoken production	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.	13

12c Start-up (pages 146–147)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	1, 6, 7
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	2, 3
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	4
Identifying clues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	4, 5
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	5, 6
Sustained monologue (debate)	Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples	8
Addressing audiences	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail. Can depart spontaneously from a prepared text and follow up interesting	8

	points raised by members of the audience, often showing remarkable fluency and ease of expression.	
Spoken fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	8

12d The bottom line (page 148)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. Can convey degrees of emotion and highlight the personal significance of events and experiences.	1
Informal discussion	Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.	2, 6
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	3, 4
Understanding interaction between speakers of the target language	Can keep up with an animated conversation between speakers of the target language.	3, 4
Sociolinguistic appropriateness	Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	3, 4, 5
Phonological control	Has a clear, natural, pronunciation and intonation.	7a, 7b
Transactions to obtain goods and services	Can explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession.	8

12e Get to the point (page 149)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	1
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	2
Orthographic control	Can produce clearly intelligible continuous writing, which follows standard layout and paragraphing conventions. Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.	3, 4
Reports and essays	Can write short, simple essays on topics of interest. Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his field with some confidence. Can write very brief, reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions.	4
Reports & essays	Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. Can synthesise information and arguments from a number of sources.	4

12f The farmery (pages 150–151)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	1
Identifying clues & inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	2a, 2b, 6a
Watching TV and film	Can understand most TV news and current affairs programmes. Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.	3, 4, 5
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	7
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	8
Cooperating	Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.	8
Sustained monologue (debate)	Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples	8
Addressing audiences	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail. Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression.	8

12 Review and Memory Booster (page 152)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	1, 2, 3
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	4, 5, 6
Sociolinguistic appropriateness	Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	7
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	8