

Life

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 Intermediate CEF Overview

Framework level: B1 (units 1 to 6)

Communicative activities

Reception (spoken)

Overall listening comprehension: Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	U1 ex2, 3; U1b ex3, 4; U2 ex2, 3; U2b ex4, 5; U2d ex2, 3; U3ex2; U3a Ex2, 3; U4 ex4; U4b ex2, 3; U4d ex4, 5; U5 ex3; U5b ex3, 4; U5d ex4, 5; U6 ex2, 3; U6b ex3, 4; U6d ex1
Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.	U2b ex4, 5; U3a ex2, 3; U3d ex3, 4, 5; U5a ex6; U6a ex3, 4;
Understanding interaction between speakers of the target language: Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.	U1d ex2, 3; U5d ex4, 5
Listening to radio audio and recordings: Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.	U3ex2; U4b ex5, 6; U5 ex3; U6b ex3, 4;
Watching TV and film: Can follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language.	U1f ex3, 4, 5, 6; U2f ex3, 4, 5; U3f ex3, 4, 5; U4f ex4; U5f ex3, 4, 5; U6f ex3, 4, 5
Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.	U3f ex3, 4, 5; U4f ex4, 5, 6; U5f ex6; U6f ex4, 5, 6

Reception (written)

Overall reading comprehension:	
Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	U1c ex2, 3; U1e ex1; U2a ex4, 5; U2e ex3, 4; U2Review ex2, 3; U3b ex1, 2; U3c ex2; U4a ex5, 6; U4c ex2, 3, 4; U4e ex2; U5a ex2; U5c ex2, 3, 4; U5Review ex2; U6a ex5; U6c ex2, 3; U6e ex1, 2a, 2b, 2c; U6Review ex1
Reading correspondence: Can understand basic types of standard routine letters and faxes on familiar topics.	U5e ex1, 2
Reading for orientation: Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	U1a ex2, 3; U1c ex7, 8; U1e ex2, 3, 4; U2a ex5; U2c ex3, 4, 5; U2e ex3, 4; U3b ex2; U3e ex3; U4a ex6; U6b ex9, 10;
Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	U3e ex2, 3; U4d ex1; U5e ex1, 2
Reading for information and argument: Can identify the main conclusions in clearly signalled argumentative texts.	U1c ex3, 9; U2c ex1, 2, 6, 7; U3c ex2; U3c ex5; U5b ex2; U5c ex6, 7
Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.	U1c ex3, 9; U2c ex10; U4c ex5, 6, 7; U5c ex6, 7

Interaction (spoken)

Overall spoken interaction: Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	U1 ex4; U1a ex1, 13, 14; U1c ex1; U1c ex4, 11; U1d ex1; U1e ex5; U1f ex1; U1 Review ex8; U2a ex1; U2b ex2, 13; U2f ex1; U3 ex4; U3c ex1; U3d ex1; U4a ex13; U4b ex1; U4c ex1; U4e ex1; U4f ex1, 2, 9; U5 ex1, 4; U5a ex1, 5, 9; U5b ex1, 12; U5c ex1, 12; U5d ex1; U6 ex1, 4; U6a ex1, 12; U6b ex12; U6c ex1, 11; U6 Review ex7
Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.	U1d ex1; U1 Review ex8; U2 ex4; U2a ex1; U2b ex6; U2 Review ex9; U3a ex13; U3f ex9; U3 Review 6; U4 ex1, 2, 5; U4 Review ex8; U5c ex12; U5 Review ex9
Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem.	U1 ex1; U1b ex1; U1c ex12; U3b ex10; U4b ex14; U6c ex11
Can express thoughts on more abstract, cultural topics such as films, books, music etc.	U1a ex4; U1c ex4; U2b ex2
Conversation: Can enter unprepared into conversations on familiar topics.	U1a ex1; U1b ex5; U2a ex1; U4d ex8; U5b ex1, 12; U6c ex11
Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	U2b ex13; U3a ex13; U4b ex14; U5 ex4; U5a ex1, 5, 9; U5d ex1; U6b ex13; U6c ex11
Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	U2b ex2; U2d ex7; U4b ex14
Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.	U1b ex14; U5b ex12
Informal discussion: Can follow much of what is said around him/her on general topics, and can give or seek personal views and opinions in discussing topics of interest.	U1 ex1; U1a ex13, 14; U1b ex1, 5; U1d ex1; U1f ex8; U2e ex1; U3 ex1; U3f ex1, 9; U4a ex13; U4c ex8; U4f ex2, 9; U5 ex4; U5b ex1, 5; U5c ex12; U5f ex9; U5 Review ex9; U6b ex5; U6c ex10, 11; U6d ex4; U6f ex1
Can express his/her thoughts about abstract or cultural topics such as music, films.	U1f ex7; U2a ex1, 14; U2f ex7; U6f ex1
Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event	U1f ex8; U4f ex9
Can express belief, opinion, agreement and disagreement politely.	U3b ex3; U4f ex9; U5c ex12; U6c ex11
Goal-oriented co-operation: Can explain why something is a problem, discuss what to do next, compare and contrast alternatives. Can give brief comments on the views of others	U3f ex9; U6b ex13
Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations. Can invite others to give their views on how to proceed.	U1f ex8; U5b ex12
Information exchange: Can find out and pass on straightforward factual information.	U1d ex5b, 6, 8; U2b ex13

Can describe how to do something, giving detailed instructions.	U6a ex12
Interviewing and being interviewed: Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended.	U1a ex14; U1c ex11; U2b ex13; U3a ex13; U4f ex8; U5f ex9
Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.	U1b ex12, 14; U1c ex11; U2c ex12;

Interaction (written)

Overall written interaction: Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision.	U5e ex4, 5, 6
Notes, messages and forms: Can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important.	U4e ex5; U5e ex4, 5, 6;

Production (spoken)

Overall spoken production: Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.	U3c ex10; U5b ex11; U5Review ex9
Sustained monologue (describing experience): Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions.	U6d ex6, 7
Can describe events, real or imagined.	U3a ex13; U3c ex9, 10; U3d ex8; U6d ex6, 7
Can give straightforward descriptions on a variety of familiar subjects within his field of interest.	U5d ex8, 9; U5Review ex9; U6a ex7, 12
Can describe dreams, hopes and ambitions.	U4b ex1
Can narrate a story.	U3c ex10; U3d ex8; U3Review ex7, 8; U6d ex6, 7
Sustained monologue (putting a case in a debate): Can briefly give reasons and explanations for opinions, plans and actions.	U4c ex8

Production (written)

<p>Overall written production:</p> <p>Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.</p>	<p>U1c ex10; U1e ex6; U2e ex6; U3e ex6, 7, 8; U4e ex5, 6; U5e ex4, 5; U6e ex5, 6</p>
<p>Creative writing:</p> <p>Can write straightforward, detailed descriptions on a range of familiar subjects within his field of interest.</p>	<p>U2c ex1; U2e ex6; U6e ex5, 6</p>
<p>Can write a description of an event, a recent trip – real or imagined.</p> <p>Can narrate a story.</p>	<p>U3e ex6; U4e ex5, 6; U6e ex5, U6f ex8b</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>U1e ex6; U5b ex10</p>

Communication strategies Reception (spoken & written)

<p>Identifying clues & inferring:</p> <p>Can identify unfamiliar words from the context on topics related to his/her field and interests.</p> <p>Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.</p>	<p>U1a ex12; U1b ex1; U1c ex5; U1f ex2a, 2b, 7a; U2b ex1; U2c ex8, 9; U2f ex2a, 2b, 6; U3c ex7; U3f ex2a, 2b, 7a; U4a ex1; U4c ex9, 10; U5c ex4, 9; U5e ex3; U6c ex4, 7; U6e ex3; U6f ex2a, 2b, 8a</p>
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Interaction

<p>Cooperating:</p> <p>Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going.</p>	<p>U2b ex13; U4a ex13; U6b ex13</p>
<p>Can summarise the point reached in a discussion and so help focus the talk.</p> <p>Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course. Can invite others into the discussion.</p>	<p>U1f ex8; U2f ex7; U3f ex9; U4f ex7, 9; U5f ex8, 9; U6f ex6</p>
<p>Planning:</p> <p>Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.</p>	<p>U1c ex12; U1f ex8; U1 Review ex8; U2f ex7; U3c ex10; U4b ex14; U4f ex7; U5f ex9; U6e ex4</p>

Communicative language competence

Linguistic – range

<p>Vocabulary range:</p> <p>Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.</p>	<p>U1b ex1, 2; U1 Review ex5, 6; U2 ex1; U2a ex2, 3; U2b ex1; U2c ex8, 9; U2 Review ex5, 6, 7; U3a ex5, 6; U3d ex1, 2; U3e ex4; U3 Review ex4, 6; U4 ex2, 3; U4b ex1, 2; U4d ex2, 3; U4 Review ex5, 6; U5b ex9, 10; U5d ex1, 2, 3; U5 Review ex5, 6; U6 ex1; U6a ex6; U6b ex1; U6d ex3; U6 Review ex4, 5</p>
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Linguistic – control

<p>Grammatical accuracy:</p> <p>Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.</p> <p>Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.</p>	<p>U1a ex5, 6, 7, 8, 9, 10, 11; U1b ex6, 7, 8, 10, 11; U1 Review ex1, 2, 3; U2a ex7, 8, 9, 10, 11, 12; U2b ex7, 8, 9, 10, 12; U2 Review ex1, 2, 3, 4; U3a ex7, 8, 9, 10, 11, 12; U3b ex4, 5, 6, 7, 8; U3 Review ex1, 2, 3; U4a ex8, 9, 10, 11, 12; U4b ex8, 9, 10, 11, 12; U4 Review ex1, 2, 3; U5a ex3, 4, 5, 6; U5b ex6, 7, 8, 10; U5 Review ex1, 2, 3; U6a ex8, 9, 10, 11; U6b ex6, 7, 8, 9, 10; U6 Review ex1, 2, 3</p>
<p>Vocabulary control:</p> <p>Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.</p>	<p>U1 Review ex4; U3c ex7; U3 Review ex5, 6; U4 Review ex6; U5 Review ex7;</p>
<p>Phonological control:</p> <p>Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.</p>	<p>U1b ex9a, 9b; U1d ex5a, 5b; U2b ex11a, 11b; U2d ex6a, 6b; U3a ex4a, 4b; U3d ex6a, 6b; U4d ex7a, 7b; U5a ex7a, 7b; U5d ex7a, 7b; U6d ex5a, 5b</p>
<p>Orthographic control:</p> <p>Can produce continuous writing, which is generally intelligible throughout.</p> <p>Spelling, punctuation and layout are accurate enough to be followed most of the time.</p>	<p>U1e ex6; U2e ex6; U3e ex6; U4e ex4, 5; U5b ex10; U5e ex3, 4, 5; U6e ex5, 6, 7</p>

Sociolinguistic

<p>Sociolinguistic appropriateness:</p> <p>Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register</p>	<p>U1d ex3, 4, 6, 7; U1 Review ex8; U2d ex7; U2 Review ex8; U3d ex4, 7, 8; U3 Review ex6; U4d ex5; U4 Review ex7, 8; U5d ex9; U5 Review ex6, 7; U6d ex3, 7</p>
<p>Is aware of the salient politeness conventions and acts appropriately.</p>	<p>U1a ex13; U1b ex11, 12; U1d ex4, 6, 7; U1 Review ex8; U4 Review ex7, 8;</p>

Pragmatic

<p>Spoken fluency:</p> <p>Can express him/herself with relative ease. Despite some problems with formulation resulting in pauses and 'cul-de-sacs', he/she is able to keep going effectively without help.</p> <p>Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.</p>	<p>U1a ex14; U1b ex14; U1c ex12; U1 Review ex8; U3a ex13; U3b ex3; U3c ex10; U3 Review ex8; U4b ex14; U6b ex13</p>
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Framework level: B2 (units 7 to 12)

Communicative activities

Reception (spoken)

Overall listening comprehension: Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	U7 ex2; U7b ex3, 4; U7d ex2, 3; U8 ex2, 3; U8a ex10; U8b ex3, 4; U8d ex2, 3; U9 ex2; U9b ex4, 5; U9d ex1, 2; U10 ex2, 3; U10b ex2, 3; U10d ex3, 4; U11 ex3; U11b ex4, 5; U11d ex1, 2, 3; U12 ex2, 3; U12b ex4, 5; U12d ex3, 4
Understanding interaction between speakers of the target language: Can keep up with an animated conversation between speakers of the target language.	U8 ex3; U8b ex3, 4; U11b ex4, 5;

Reception audio/visual

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.	U7f ex4, 5, 6, 7; U8f ex4, 5, 6, 7, 8; U9f ex4, 5, 6; U10f ex4, 5, 6, 7, 8; U11f ex3, 4, 5, 6; U12f ex3, 4, 5
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Reception (written)

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.	U7a ex4, 5; U7c ex2, 3, 4; U7e ex1, 2; U8a ex4; U8c ex2, 3; U8e ex1; U9a ex2, 3; U9b ex1, 13; U9c ex2, 3; U9e ex2; U10a ex2; U10c ex2, 3; U10e ex2, 3; U11a ex2, 3, 4; U11c ex2, 3; U11e ex2; U11Review ex1, 2; U12a ex2, 3; U12b ex2; U12c ex3, 4; U12e ex2, 3; U12Review ex1, 2
Reading for orientation: Can scan quickly through long and complex texts, locating relevant details.	U7a ex4; U7c ex3; U8a ex4; U8c ex3; U9a ex3; U9c ex3; U9e ex2; U10a ex2; U11a ex3; U11c ex2; U12a ex2
Reading for information and argument: Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	U7a ex5; U7c ex4; U8c ex4, 6, 7; U9c ex6, 7; U10c ex8, 9; U11a ex4; U11c ex8, 9, 10, 11; U12c ex6

Interaction (spoken)

Overall spoken interaction: Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	U7 ex3; U7c ex5; U7f ex1, 9; U7Review ex5; U8 ex1, 4; U8a ex1, 2; U8b ex1, 12; U8c ex1, 9, 10; U8f ex1, 10; U9 ex3, 4; U9a ex1, 4, 11, 12; U9b ex1, 6, 13; U9c ex1, 8; U9f ex1, 9; U9Review ex9; U10 ex4; U10a ex1, 3; U10f ex1, 11; U10Review ex7, 8; U11a ex10; U11b ex2; U11f ex1; U12 ex1, 4; U12b ex1, 6; U12c ex9, 10; U12f ex1, 7
Conversation: Can convey degrees of emotion and highlight the personal significance of events and experiences.	U7b ex2; U8 ex4; U8a ex1; U8b ex11, 12; U8d ex1; U9b ex1; U10a ex11; U10b ex1; U10e ex1
Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	U8d ex7; U10a ex11
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.	U7 ex1; U7d ex1; U8 ex1; U8d ex4; U9 ex1; U9a ex11; U10 ex1; U10f ex11; U11a ex1, 4; U12 ex1, 4; U12a ex1, 4; U12c ex1; U12d ex1; U12e ex1, 4

Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	U7b ex13; U8a ex12; U8c ex1; U9a ex11; U9c ex1; U9e ex1; U10b ex4; U10c ex9
Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.	U7a ex1, 2
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.	U8a ex12; U8c ex9, 10; U10d ex6; U11a ex10; U12a ex12; U12b ex13, 14
Can help along the progress of the work by inviting others to join in, say what they think etc.	U8a ex12; U8d ex7; U9b ex13
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.	U8d ex7; U8Review ex8; U9c ex10; U9d ex5, 6; U9Review ex9; U10Review ex8; U11d ex6; U12d ex7, 8
Information exchange: Can give a clear, detailed description of how to carry out a procedure.	U9 ex4; U11c ex12, 13
Can pass on detailed information reliably.	U8b ex1; U11c ex12, 13; U11d ex5, 6, 7; U11Review ex7
Interviewing and being interviewed: Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.	U7d ex6; U7f ex8b; U7Review ex7; U8b ex11; U8f ex6; U9f ex7; U11 ex4; U11b ex2

Interaction (written)

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.	U8e ex2d, 2e, 4; U10e ex6, 8
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Production (spoken)

Overall spoken production: Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.	U7c ex12; U8b ex11, 12; U9a ex12; U10a ex10; U10c ex10; U12a ex12; U12Review ex6
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	U8b ex11, 12

Production (written)

Overall written production: Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.	U7e ex8; U8e ex3, 4, 5; U9e ex3, 4, 5; U10e ex6, 8; U11e ex3, 4, 5; U12e ex5, 6, 7
Creative writing: Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest.	U7e ex7, 8, 9; U8e ex3, 4, 5; U9e ex5; U12e ex7, 8
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.	U11a ex11; U11e ex3, 4, 5

Communication strategies

Reception (spoken & written)

Identifying clues & inferring: Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	U7a ex2; U7c ex6, 8; U7e ex4, 5; U8 ex2; U8a ex3; U8b ex2; U8c ex4, 5; U8e ex2c; U9a ex2; U9b ex2; U9c ex4; U10c ex8, 9; U10e ex5, 6; U11c ex5, 6; U11f ex2a; U12b ex3; U12c ex5, 7, 8; U12e ex3; U12f ex2a
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Interaction

Cooperating: Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.	U7f ex9; U9a ex11; U9f ex7; U10f ex11; U12f ex7
Planning: Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	U7c ex11; U7f ex7; U8d ex6; U10f ex7

Communicative language competence

Linguistic – range

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.	U7a ex2; U7c ex6, 7; U7Review ex4, 5; U8d ex1; U8Review ex5, 6; U9b ex2; U9d ex3; U9Review ex5, 6, 7; U10b ex11, 12; U10d ex1, 2, 6; U10Review ex5, 6; U11 ex1, 2; U11b ex1, 2; U11Review ex4, 5, 6; U12c ex2; U12Review ex4, 5, 6
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Linguistic – control

Grammatical accuracy: Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	U7a ex6, 7, 8, 9, 10, 11, 12; U7b ex6, 7, 8, 9, 10, 11, 12; U7Review ex1, 2, 3; U8a ex6, 7, 8, 9; U8b ex6, 7, 8, 9, 10, 11; U8Review ex1, 2, 3; U9a ex5, 6, 7, 8; U9b ex7, 8, 9, 10, 11; U9Review ex1, 2, 3, 4; U10a ex4, 5, 6, 7, 8; U10b ex5, 6, 7, 8, 9; U10Review ex1, 2, 3, 4; U11a ex5, 6, 7, 8, 9; U11b ex6, 7, 8, 9, 10; U11Review ex1, 2, 3; U12a ex5, 6, 7, 8, 9, 10; U12b ex7, 8, 9, 10; U12Review ex1, 2, 3
Vocabulary control: Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	U7Review ex4; U8a ex10; U8Review ex6; U9Review ex6, 7; U10b ex12; U10Review ex5, 6; U11Review ex5, 6; U12b ex12; U12Review ex5, 6
Phonological control: Has a clear, natural, pronunciation and intonation.	U7d ex5a, 5b; U8d ex5a, 5b; U9b ex12a, 12b; U9d ex4a, 4b; U10b ex10a, 10b; U10d ex5a, 5b; U11b ex11a, 11b; U11d ex4a, 4b; U12b ex11a, 11b; U12d ex6a, 6b
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.	U7e ex7, 8, 9; U8e ex3, 4, 5; U9e ex5; U10e ex6; U11e ex5; U12e ex7

Sociolinguistic

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.	U7d ex3, 4; U7Review ex6, 7; U8d ex6, 7; U8Review ex7, 8; U9d ex5, 6; U9Review ex8, 9; U10d ex3, 6; U10Review ex7, 8; U11d ex2, 3; U11Review ex7; U12d ex2, 5; U12Review ex7
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Pragmatic

Spoken fluency: Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	U7b ex13; U7c ex5, 9, 11; U8b ex11, 12; U8c ex8; U9b ex13; U9c ex10; U10b ex13; U11b ex13; U11d ex6; U12b ex13, 14; U12c ex10
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.	U7Review ex7; U8a ex12; U8Review ex8; U9Review ex9; U10c ex10; U10Review ex8; U11Review ex7; U12Review ex7

LIFE Intermediate CEF mapping

Framework level: B1

Unit 1 Culture and identity

Unit 1 opener (page 9)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can follow much of what is said around him/her on general topics, and can give or seek personal views and opinions in discussing topics of interest.	1
Overall spoken interaction	Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem.	1
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	2, 3
Overall spoken interaction	Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	4

1a How we see other cultures (pages 10–11)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	1, 13, 14
Conversation	Can enter unprepared into conversations on familiar topics.	1
Reading for orientation	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfill a specific task.	2, 3
Overall spoken interaction	Can express thoughts on more abstract, cultural topics such as films, books, music etc.	4
Grammatical accuracy	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.	5, 6, 7, 8, 9, 10, 11
Informal discussion	Can follow much of what is said around him/her on general topics, and can give or seek personal views and opinions in discussing topics of interest.	10, 11
Identifying clues and inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	12
Sociolinguistic appropriateness	Is aware of the salient politeness conventions and acts appropriately.	13
Interviewing and being interviewed	Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended.	14
Spoken fluency	Can express him/herself with relative ease. Despite some problems with formulation resulting in pauses and 'cul-de-sacs', he/she is able to keep going effectively without help. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	14

1b Culture and colour (pages 12–13)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem.	1

Informal discussion	Can follow much of what is said around him/her on general topics, and can give or seek personal views and opinions in discussing topics of interest.	1, 3, 5
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	1, 2
Identifying clues and inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	2
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	3, 4
Conversation	Can enter unprepared into conversations on familiar topics.	5
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used routines and patterns associated with more predictable situations.	6, 7, 8, 10, 11
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	9a, 9b
Conversation	Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.	10,11
Sociolinguistic appropriateness	Is aware of the salient politeness conventions and acts appropriately.	11, 12
Interviewing and being interviewed	Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.	12, 14
Spoken fluency	Can express him/herself with relative ease. Despite some problems with formulation resulting in pauses and 'cul- de-sacs', he/she is able to keep going effectively without help. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	14

1c A world together (pages 14–15)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	1, 4, 6, 11
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	2, 3
Reading for information and argument	Can identify the main conclusions in clearly signalled argumentative texts.	3, 9
Reading for information and argument	Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.	3, 9
Overall spoken interaction	Can express thoughts on more abstract, cultural topics such as films, books, music etc.	4
Identifying clues and inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	5
Reading for orientation	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	7, 8
Overall written production	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.	10
Interviewing and being interviewed	Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.	11
Interviewing and being interviewed	Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended.	11
Planning	Can work out how to communicate the main point(s) he/ she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	12
Overall spoken interaction	Can exchange, check and confirm information.	12

Spoken fluency	<p>Can express him/herself with relative ease. Despite some problems with formulation resulting in pauses and 'cul-de-sacs', he/she is able to keep going effectively without help.</p> <p>Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.</p>	12
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1d First impressions (page 16)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can follow much of what is said around him/her on general topics, and can give or seek personal views and opinions in discussing topics of interest.	1
Overall spoken interaction	Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	1
Overall spoken interaction	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.	1
Understanding interaction between speakers of the target language	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.	2, 3
Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	3, 4, 6, 7
Sociolinguistic appropriateness	Is aware of the salient politeness conventions and acts appropriately.	5, 6, 7
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	5a
Information exchange	Can find out and pass on straightforward factual information.	5b, 6, 8

1e About us (page 17)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	1
Reading for orientation	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	2, 3, 4
Overall spoken interaction	Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	5
Orthographic control	Can produce continuous writing, which is generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time.	6
Overall written production	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.	6
Reports and essays	<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>	6
Reading for orientation	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	7

1f Faces of India (pages 18–19)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	1
Identifying clues and inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	2a, 2b, 7a
Watching TV and film	Can follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language.	3, 4, 5, 6
Informal discussion	Can express his/her thoughts about abstract or cultural topics such as music, films.	7b
Planning	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	8
Cooperating	Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going.	8
Informal discussion	Can follow much of what is said around him/her on general topics, and can give or seek personal views and opinions in discussing topics of interest.	8
Goal-oriented co-operation	Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations. Can invite others to give their views on how to proceed.	8

Unit 1 Review and Memory Booster (page 20)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used routines and patterns associated with more predictable situations.	1, 2, 3, 4
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	5, 6
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	5, 6
Overall spoken interaction	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.	7, 8
Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	8
Sociolinguistic appropriateness	Is aware of the salient politeness conventions and acts appropriately.	8
Planning	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	8
Spoken fluency	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	8

Unit 2 Performing

Unit 2 opener (page 21)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	1
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	2, 3

Overall spoken interaction	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.	4
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2a Music today (pages 22–23)

Overall spoken interaction	Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	1, 6, 14
Overall spoken interaction	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.	1, 6, 14
Conversation	Can enter unprepared into conversations on familiar topics.	1
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	2, 3
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	4, 5
Reading for orientation	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfill a specific task.	5
Grammatical accuracy	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.	7, 8, 9, 10, 11, 12, 13

2b Learning to dance (pages 24–25)

COMPONENT	DESCRIPTOR	EXERCISE
Identifying clues and inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	1
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	1
Overall spoken interaction	Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	2, 13
Overall listening comprehension	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.	3
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	4, 5
Overall spoken interaction	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.	6
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	6
Overall spoken interaction	Can express thoughts on more abstract, cultural topics such as films, books, music etc.	6
Grammatical accuracy	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.	7, 8, 9, 10, 12
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	11a, 11b
Co-operating	Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going.	13
Information exchange	Can find out and pass on straightforward factual information.	13

Interviewing and being interviewed	Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended.	13
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2c Living statues (pages 26–27)

COMPONENT	DESCRIPTOR	EXERCISE
Creative writing	Can write straightforward, detailed descriptions on a range of familiar subjects within his field of interest.	1
Overall spoken interaction	Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	2, 6, 7, 11, 12
Reading for information and argument	Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.	3, 4, 5
Reading for orientation	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	3, 4, 5
Identifying clues and inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	8, 9
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	8, 9
Reading for information and argument	Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.	10
Interviewing and being interviewed	Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.	12, 13

2d What's on? (page 28)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	1, 7
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	2, 3
Identifying clues and inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	4, 5
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	6a, 6b
Conversation	Can express and respond to feelings such as surprise, happiness, sadness, interest, and indifference.	6a, 6b
Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	7

2e A portrait of an artist (page 29)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can follow much of what is said around him/her on general topics, and can give or seek personal views and opinions in discussing topics of interest.	1
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	2, 3, 4
Reading for orientation	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	2, 3, 4
Orthographic control	Can produce continuous writing, which is generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time.	5

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

2f Taiko master (pages 30–31)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	1
Identifying clues and inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	2a, 2b, 6a, 6b
Watching TV and film	Can follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language.	3, 4, 5
Planning	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	7
Cooperating	Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going.	7
Informal discussion	Can express his/her thoughts about abstract or cultural topics such as music, films.	7

Unit 2 Review and Memory Booster (page 32)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	1, 2, 3
Grammatical accuracy	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.	1, 2, 3, 4
Overall spoken interaction	Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	4
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	5, 6, 7
Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	8
Overall spoken interaction	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.	9

Unit 3 Water

Unit 3 opener (page 33)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1, 3
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	2
Listening to radio audio and recordings	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.	2
Overall spoken interaction	Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	3, 4

3a The story behind the photo (pages 34–35)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken production	Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest.	1
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	2, 3
Overall listening comprehension	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.	2, 3
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	4a, 4b
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	5, 6
Grammatical accuracy	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.	7, 8, 9, 10, 11, 12
Interviewing and being interviewed	Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended.	13
Overall spoken interaction	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.	13
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	13
Spoken fluency	Can express him/herself with relative ease. Despite some problems with formulation resulting in pauses and 'cul-de-sacs', he/she is able to keep going effectively without help. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	13

3b Return to *Titanic* (pages 36–37)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	1, 2
Reading for orientation	Can scan longer texts in order to locate desired information, and gather information from different parts of a text.	2
Informal discussion	Can express belief, opinion, agreement and disagreement politely.	3
Spoken fluency	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	3
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used routines and patterns associated with more predictable situations.	4, 5, 6, 7, 8
Overall spoken interaction	Can exchange, check and confirm information.	9, 10

3c Love and death in the sea (page 38)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	1, 4, 6
Reading for information and argument	Can identify the main conclusions in clearly signalled argumentative texts.	2
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	2
Identifying clues and inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	4, 7

Reading for information and argument	Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.	5
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	7, 8
Planning	Can work out how to communicate the main point(s) he/ she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	9
Sustained monologue	Can describe events, real or imagined; Can narrate a story.	9, 10
Spoken fluency	Can express him/herself with relative ease. Despite some problems with formulation resulting in pauses and 'cul-de-sacs', he/she is able to keep going effectively without help. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	10

3d No way! (page 40)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	1
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	1, 2
Overall listening comprehension	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, leisure, etc.	3, 4, 5
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur	6a, 6b
Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	7, 8
Sustained monologue	Can describe events, real or imagined. Can narrate a story.	8

3e What a weekend! (page 41)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	1
Reading for orientation	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	2, 3
Reading for orientation	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	3
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	4
Orthographic control	Can produce continuous writing, which is generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time.	5, 6
Overall written production	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.	5, 6
Creative writing	Can write a description of an event, a recent trip – real or imagined. Can narrate a story.	6

3f Four women and a wild river (pages 42–43)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1, 6, 8, 9

Identifying clues and inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	2a, 2b, 7a
Watching TV and film	Can follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language.	3, 4, 5
Watching TV and film	Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.	3, 4, 5
Cooperating	Can summarise the point reached in a discussion and so help focus the talk. Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course. Can invite others into the discussion.	9
Overall spoken interaction	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.	9

Unit 3 Review and Memory Booster (page 44)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used routines and patterns associated with more predictable situations.	1, 2, 3
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	4, 6
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	5, 6
Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	7
Sustained monologue	Can narrate a story.	7, 8
Spoken fluency	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	8

Unit 4 Opportunities

Unit 4 opener (page 45)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.	1, 2, 5
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	1, 2
Identifying clues and inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	3
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	4

4a Will a robot take your job? (pages 46–47)

COMPONENT	DESCRIPTOR	EXERCISE
Identifying clues and inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	1, 2
Overall spoken interaction	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.	3, 4, 7
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	5, 6
Reading for orientation	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfill a specific task.	6
Grammatical accuracy	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.	8, 9, 10, 11, 12

Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	13
Overall spoken interaction	Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	13
Cooperating	Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going.	13

4b What's next? (pages 48–49)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	1, 2, 3, 4
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	1, 2
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	5, 6, 7
Listening to radio audio and recordings	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.	5, 6, 7
Grammatical accuracy	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.	8, 9, 10, 11, 12
Overall spoken interaction	Can exchange, check and confirm information.	13
Planning	Can work out how to communicate the main point(s) he/ she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	13
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	14
Conversation	Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	14
Spoken fluency	Can express him/herself with relative ease. Despite some problems with formulation resulting in pauses and 'cul-de-sacs', he/she is able to keep going effectively without help. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	14

4c A better life? (pages 50–51)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	1, 5, 8
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	2, 3, 4
Reading for information and argument	Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.	6, 7
Identifying clues and inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	9, 10
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	11
Sustained monologue	Can briefly give reasons and explanations for opinions, plans and actions.	11

4d Would you mind ... ? (page 52)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for orientation	Can find and understand relevant information in simple everyday material, such as letters, brochures and short official documents.	1
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	2, 3
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	4, 5
Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	5
Overall spoken interaction	Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	6
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	7a, 7b
Conversation	Can enter unprepared into conversations on familiar topics.	8

4e I enclose my CV (page 53)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	1
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	2
Orthographic control	Can produce continuous writing, which is generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time.	3, 4, 5
Notes, messages and forms	Can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important.	5
Overall written production	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.	5, 6, 7
Creative writing	Can write a description of an event, a recent trip - real or imagined; Can narrate a story.	5, 6, 7

4f Everest tourism changed Sherpa lives (pages 54–55)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	1, 2, 7, 8, 9
Identifying clues and inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	3a, 3b, 8
Watching TV and film	Can follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language.	4
Watching TV and film	Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.	4, 5, 6
Planning	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	7
Cooperating	Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going.	7

Unit 4 Review and Memory Booster (page 56)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.	1, 2, 3
Overall spoken interaction	Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	4
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	5, 6
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	6
Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	7, 8
Sociolinguistic appropriateness	Is aware of the salient politeness conventions and acts appropriately.	7, 8

Unit 5 Wellbeing

Unit 5 opener (page 57)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1, 2, 4
Overall spoken interaction	Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	1, 2, 4
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	1, 2, 4
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	3
Listening to radio audio and recordings	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.	3

5a Pizza with a pedigree (pages 58–59)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	1, 5, 9
Overall spoken interaction	Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	1, 5, 9
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	1, 5, 9
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	2
Grammatical accuracy	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.	3, 4, 5, 6
Overall listening comprehension	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.	6

Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	7a, 7b
Interviewing and being interviewed	Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended.	8

5b Imaginary eating (pages 60–61)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	1, 2
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1, 5
Overall spoken interaction	Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	1, 12
Conversation	Can enter unprepared into conversations on familiar topics.	1, 12
Reading for information and argument	Can identify the main conclusions in clearly signalled argumentative texts.	2
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	3, 4
Grammatical accuracy	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.	6, 7, 8, 10
Identifying clues and inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	9
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.	10
Orthographic control	Can produce continuous writing, which is generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time.	10
Conversation	Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.	12
Goal-oriented co-operation	Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations. Can invite others to give their views on how to proceed.	12

5c A caffeine-fuelled world (pages 62–63)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1, 5, 8, 12
Overall spoken interaction	Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	1, 12
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	2, 3, 4
Identifying clues and inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	4, 9, 11
Reading for information and argument	Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.	6, 7

Overall spoken interaction	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.	12
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5d Eating out (page 64)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	1, 2, 3
Overall spoken interaction	Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	1, 6
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	1, 6
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	4, 5
Understanding interaction between speakers of the target language	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.	4, 5
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	7a, 7b
Orthographic control	Can produce continuous writing, which is generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time.	8
Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	9

5e We look forward to your reply (page 65)

COMPONENT	DESCRIPTOR	EXERCISE
Reading correspondence	Can understand basic types of standard routine letters and faxes on familiar topics.	1, 2
Reading correspondence	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	1, 2
Identifying clues and inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	3
Orthographic control	Can produce continuous writing, which is generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time.	3, 4, 5
Overall written production	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.	3a, 3b
Overall written interaction	Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision.	4, 5, 6
Notes, messages and forms	Can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important.	4, 5, 6
Overall spoken interaction	Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	6

5f Dangerous dining (pages 66–67)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1, 9
Identifying clues and inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	2, 7

Watching TV and film	Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.	3, 4, 5, 7
Planning	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	7
Cooperating	Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going.	7, 8
Interviewing and being interviewed	Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended.	9

Unit 5 Review and Memory Booster (page 68)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.	1, 2, 3
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	2
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	4
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	5, 6, 8
Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	6, 7
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	7
Overall spoken interaction	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.	9

Unit 6 Mysteries

Unit 6 opener (page 69)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	1, 4
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	2, 3
Overall spoken interaction	Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	1, 4

6a Flexible thinking (pages 70–71)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	1, 2, 7, 12
Overall listening comprehension	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, leisure, etc.	3, 4
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	5
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	6
Grammatical accuracy	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.	8, 9, 10, 11

Sustained monologue	Can give straightforward descriptions on a variety of familiar subjects within his field of interest.	12
Information exchange	Can describe how to do something, giving detailed instructions.	12

6b Desert art (pages 72–73)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	1, 2
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1, 5
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	3, 4
Listening to radio audio and recordings	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.	3, 4
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used routines and patterns associated with more predictable situations.	6, 7, 8, 9, 10
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	11a, 11b
Overall spoken interaction	Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	12
Spoken fluency	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	13
Goal-oriented co-operation	Can explain why something is a problem, discuss what to do next, compare and contrast alternatives. Can give brief comments on the views of others.	13
Cooperating	Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going.	13

6c Lost and found (pages 74–75)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	1, 5, 11
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	2, 3
Identifying clues and inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	4, 6, 7, 8
Reading for information and argument	Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.	9, 10
Conversation	Can enter unprepared into conversations on familiar topics.	11
Conversation	Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.	11
Informal discussion	Can express belief, opinion, agreement and disagreement politely.	11
Overall spoken interaction	Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem.	11

6d You must be joking! (page 76)

COMPONENT	DESCRIPTOR	EXERCISE
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details,	1

	provided speech is clearly articulated in a generally familiar accent.	
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	2, 4, 5c
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	3
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	5a, 5b
Sustained monologue	Can give straightforward descriptions on a variety of familiar subjects within his field of interest.	6, 7
Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	6, 7

6e In the news (page 77)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	1, 2a, 2b, 2c
Identifying clues and inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	3
Planning	Can work out how to communicate the main point(s) he/ she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	4
Overall written production	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.	4, 5
Creative writing	Can write straightforward, detailed descriptions on a range of familiar subjects within his field of interest.	5, 6
Creative writing	Can write a description of an event, a recent trip – real or imagined. Can narrate a story.	6

6f Encounters with a sea monster (pages 78–79)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1, 7, 9
Identifying clues and inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	2a, 2b, 8a
Watching TV and film	Can follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language.	3, 4, 5
Watching TV and film	Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.	3, 4, 5
Cooperating	Can summarise the point reached in a discussion and so help focus the talk. Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course. Can invite others into the discussion.	6
Informal discussion	Can express his/her thoughts about abstract or cultural topics such as music, films.	8
Creative writing	Can write a description of an event, a recent trip – real or imagined. Can narrate a story.	8b

Unit 6 Review and Memory Booster (page 80)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used routines and patterns associated with more predictable situations.	1, 2, 3
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	1
Overall spoken interaction	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.	4, 5
Vocabulary range	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	4, 5, 6

Overall spoken interaction	Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	7
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Unit 7 Living space

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, 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.	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

7a Before New York (pages 82–83)

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
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
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 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
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	5
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	6, 7, 8, 9, 10, 11
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	12, 13

7b Homes around the world (pages 84–85)

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
Conversation	Can convey degrees of emotion and highlight the personal significance of events and experiences.	2, 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.	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, 12
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	13

Spoken fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	13
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7c Sweet songs & strong coffee (pages 86–87)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.	2, 3, 4
Reading for orientation	Can scan quickly through long and complex texts, locating relevant details.	3
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	4
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
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	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, 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.	6, 7
Reading for information and argument	Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.	8, 9
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	11
Overall spoken production	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.	12

7d To rent or to buy? (page 88)

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
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

7e A great place (page 89)

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, 4, 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.	7, 8, 9

Overall written production	Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.	8
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7f The town with no wi-fi (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, 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.	2, 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
Interviewing and being interviewed	Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.	8b
Cooperating	Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.	9

Unit 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
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
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, 7
Interviewing and being interviewed	Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.	7
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.	7

Unit 8 Travel

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
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 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

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
Understanding interaction between speakers of the target language	Can keep up with an animated conversation between speakers of the target language.	3
Conversation	Can convey degrees of emotion and highlight the personal significance of events and experiences.	4

8a Holidays and memories (pages 94–95)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can convey degrees of emotion and highlight the personal significance of events and experiences.	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, 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 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
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	5
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	6, 7, 8, 9
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	10
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.	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.	12
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.	12

8b Walking for wildlife (pages 96–97)

COMPONENT	DESCRIPTOR	EXERCISE
Information exchange	Can pass on detailed information reliably.	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
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, 12
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	6, 7, 8, 9, 10, 11

Conversation	Can convey degrees of emotion and highlight the personal significance of events and experiences.	11, 12
Interviewing and being interviewed	Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.	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
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.	12

8c All aboard! (pages 98–99)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	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, 9, 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
Reading for orientation	Can scan quickly through long and complex texts, locating relevant details.	3
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	4, 6, 7
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
Spoken fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	8
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.	9, 10

8d Is something wrong? (page 100)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can convey degrees of emotion and highlight the personal significance of events and experiences.	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
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
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
Phonological control	Has a clear, natural, pronunciation and intonation.	5a, 5b
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	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
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	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
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

8e Hello from London! (page 101)

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.	2c
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.	2d, 2e, 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.	3, 4, 5
Creative writing	Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest.	4, 5

8f Questions and answers (pages 102–103)

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, 9, 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.	2a, 2b, 3, 9a
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, 7, 8
Interviewing and being interviewed	Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.	9b

Unit 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
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.	4, 8
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics? Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	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, 8
Interviewing and being interviewed	Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.	8
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

Unit 9 Shopping

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
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
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, 4
Information exchange	Can give a clear, detailed description of how to carry out a procedure.	4

9a Shopping trends (pages 106–107)

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, 10, 12
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 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
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.	12
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	12
Cooperating	Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.	12

9b Spend or save? (pages 108–109)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can convey degrees of emotion and highlight the personal significance of events and experiences.	1, 3, 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.	1, 13
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
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 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

Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	7, 8, 9, 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.	8
Phonological control	Has a clear, natural, pronunciation and intonation.	12a, 12b
Goal-oriented co-operation	Can help along the progress of the work by inviting others to join in, say what they think etc. Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.	13
Spoken fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	13

9c The art of the deal (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, 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.	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
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.	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.	6, 7
Spoken fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	10
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.	10

9d It's in the sale (page 112)

COMPONENT	DESCRIPTOR	EXERCISE
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	1, 2
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
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.	5, 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.	5, 6

9e For sale (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
Reading for orientation	Can scan quickly through long and complex texts, locating relevant details.	2
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, 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

9f Making a deal (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, 7, 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.	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

Unit 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, 7
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	6, 7, 8
Sociolinguistic appropriateness	Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	9
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.	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 10 No limits

Unit 10 opener (page 117)

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, 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
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10a Leaving Earth (pages 118–119)

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, 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
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
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	4, 5, 6, 8
Conversation	Can convey degrees of emotion and highlight the personal significance of events and experiences.	11
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	11

10b The superhumans (pages 120–121)

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
Conversation	Can convey degrees of emotion and highlight the personal significance of events and experiences.	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
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.	10a, 10b
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.	11, 12
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	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.	12, 13

10c Two journeys, two lives (pages 122–123)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1, 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

Overall spoken production	Can give clear, detailed descriptions on a wide range of subjects related to his field of interest.	2, 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.	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.	8, 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.	8, 9
Spoken fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	10

10d First aid (page 124)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics? Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	1, 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
Phonological control	Has a clear, natural, pronunciation and intonation.	5a, 5b, 5c
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, 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.	6

10e What do you think? (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
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	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, 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
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, 8
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, 8

10f What does an astronaut dream about? (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, 3, 7, 8, 9, 11
Identifying clues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	2a, 2b, 10a

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
Cooperating	Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.	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

Unit 10 Review (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, 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.	4, 5, 6
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	4, 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.	7, 8
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
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 11 Connections

Unit 11 opener (page 129)

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 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

11a Uncontacted tribes (pages 130–131)

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, 13
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
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	4
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	5, 6, 7, 8, 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 wants to say, adopting a level of formality appropriate to the circumstances.	10

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.	10
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.	11

11b Sending a message (pages 132–133)

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 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
Interviewing and being interviewed	Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.	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.	4, 5
Understanding interaction between speakers of the target language	Can keep up with an animated conversation between speakers of the target language.	4, 5
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
Spoken fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	13

11c Spreading the news (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, 7
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.	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.	8, 9, 10, 11
Information exchange	Can give a clear, detailed description of how to carry out a procedure.	12, 13
Information exchange	Can pass on detailed information reliably.	12, 13

11d Can I take a message? (page 136)

COMPONENT	DESCRIPTOR	EXERCISE
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	1, 2, 3
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, 3, 4
Phonological control	Has a clear, natural, pronunciation and intonation.	4a, 4b

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.	5, 6
Spoken fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	6
Information exchange	Can pass on detailed information reliably.	6, 7

11e A point of view (page 137)

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
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, 5
Reports & essays	Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.	3, 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.	4, 5

11f Can you read my lips? (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, 7
Identifying clues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	2a, 2b, 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.	3, 4, 5, 6, 9

Unit 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
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
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
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	5, 6
Information exchange	Can pass on detailed information reliably.	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

Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	7
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Unit 12 Experts

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
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

12a The man who ate his boots (pages 142–143)

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 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 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.	2
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	5, 6, 7, 8, 9, 10
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.	12

12b Experts in the wild (pages 144–145)

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
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
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
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

Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	12
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, 14
Spoken fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	13, 14

12c The legacy of the samurai (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
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 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
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, 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.	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.	9, 10
Spoken fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	10

12d I'm so sorry! (page 148)

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
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, 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.	3, 4
Phonological control	Has a clear, natural, pronunciation and intonation.	6a, 6b
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, 8

12e How to behave ... (page 149)

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, 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.	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.	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
Creative writing	Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest.	7, 8

12f Shark vs. octopus (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, 7
Identifying clues and 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
Cooperating	Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.	7
Interviewing and being interviewed	Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.	7

Unit 12 Review and Memory Booster (page 152)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.	1, 2
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	1, 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, 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
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.	7