

Life

PRE-INTERMEDIATE

and the Common European Framework of Reference

B1

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Introduction

What is the Common European Framework of Reference?

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

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

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

What are the aims of the CEFR?

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

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

The CEFR also emphasises acquiring the skills to learn independently. It encourages autonomy in students and focuses on what they 'can do' and not on what they still need to learn.

The CEFR intends to help define teachers' and learners' objectives. Teachers need to understand what they want to achieve on a course and students need clear objectives. The CEFR provides a set of descriptors and levels of competence that help focus such aims.

How are the levels of the CEFR organised?

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

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

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

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

How does the CEFR correspond to 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.

LIFE Pre-intermediate CEF Overview

Framework level: B1

Communicative activities: Reception (spoken)

DESCRIPTOR	STUDENT'S BOOK ACTIVITIES
<p>Overall listening comprehension:</p> <p>Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.</p>	<p>U1 ex2; U1b ex6, 7; U1d ex4; U2a ex8; U2b ex8, 9; U2d ex3, 4; U3 ex2; U3a ex6, 7; U3b ex2, 3; U4 ex2; U4b ex4, 5; U4d ex1, 2; U5 ex2; U5a ex4, 5; U5d ex3, 4; U6 ex3; U6a ex7; U6b ex6, 7; U6d ex2, 3; U7 ex2; U7b ex8, 9; U7d ex3; U8 ex2; U8a ex3, 4, 5; U8d ex4, 5; U9 ex2; U9a ex4, 5; U10 ex2; U10a ex8; U10b ex4, 5; U10d ex2, 3; U11 ex2; U11a ex4, 5; U11d ex2, 3; U12 ex2; U12a ex3, 4; U12d ex3, 4</p>
<p>Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.</p>	<p>U1a ex3; U3d ex2, 3; U7a ex2, 3; U9d ex2, 3</p>
<p>Listening to radio audio and recordings:</p> <p>Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.</p> <p>Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.</p>	<p>U4b ex4, 5; U7a ex2, 3; U10b ex4, 5</p>
<p>Can follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language.</p>	<p>U1f ex2, 3; U3f ex2, 3; U6f ex2, 3; U7f ex2, 3; U9f ex2, 3; U12f ex2, 3</p>
<p>Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.</p>	<p>U1f ex4, 5, 6; U2f ex3, 4, 5; U3f ex4, 5; U4f ex4, 5; U5f ex2, 3, 4, 5; U6f ex4, 5, 6; U7f ex4, 5, 6, 7; U8f ex2, 3, 4; U9f ex4, 5, 6; U10f ex1, 2, 3, 5; U11f ex2, 3, 4, 5, 6; U12f ex4, 5</p>

Reception (written)

<p>Overall reading comprehension:</p> <p>Can read straightforward factual texts on subjects related to his/her interests and professional field with a satisfactory level of comprehension.</p>	<p>U1a ex2; U1b ex2; U1c ex3; U1e ex2; U2c ex1, 2, 4; U2e ex1; U3a ex2, 3; U3c ex2, 3; U4a ex1, 2, 7; U4c ex2, 3; U4e ex2; U5a ex8, 9; U5c ex1, 2; U5Review ex2; U6 ex2; U6 ex3, 4; U6b ex2, 3; U6c ex2, 3; U6e ex1; U6Review ex4; U7b ex2; U7c ex4, 5; U8b ex3, 4; U8c ex2, 3; U8e ex1; U9b ex5; U9c ex3; U10a ex2, 3; U10c ex2, 3, 4; U10e ex2; U11b ex4, 5; U11c ex2, 3; U11Review ex7; U12b ex3, 4, 5; U12c ex2, 3, 4; U12d ex2; U12e ex1</p>
<p>Reading correspondence:</p> <p>Can understand basic types of standard routine letters and faxes on familiar topics.</p>	<p>U5e ex1</p>
<p>Reading for orientation:</p> <p>Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.</p>	<p>U2b ex3; U3e ex1; U5b ex2, 3; U5d ex2; U7a ex6; U9d ex1; U9e ex1; U11e ex2</p>
<p>Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.</p>	<p>U2d ex1</p>
<p>Reading for information and argument:</p> <p>Can identify the main conclusions in clearly signalled argumentative texts.</p>	<p>U1c ex2; U3b ex10; U3c ex3, 4; U3c ex7; U4c ex5; U5c ex3; U6c ex4, 5; U7c ex3, 9; U8c ex4; U9c ex2, 8, 9; U11c ex4; U12c ex5</p>
<p>Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.</p>	<p>U10c ex5</p>

Interaction (spoken)

<p>Overall spoken interaction:</p> <p>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).</p>	<p>U1 ex3, 4; U1a ex1, 4; U1c ex8; U1 Review ex1; U2f ex7, 8; U2Review ex3; U3 ex3, 4; U3a ex1, 5; U3c ex1; U3f ex7; U4 ex1, 4; U4b ex1, 6; U4c ex1; U4f ex7, 8; U4Review ex7; U5b ex1; U5f ex1; U6 ex4; U6a ex1, 2, 5; U6c ex1; U7 ex4; U7a ex4; U7c ex1, 2; U7Review ex9; U8a ex1; U8f ex7; U9 ex3; U9a ex3; U9a ex10; U9c ex1; U9Review ex7, 8; U10a ex1, 4; U10b ex1, 6; U10c ex1; U10f ex8; U10Review ex9; U11b ex1, 2, 3; U11d ex1; U11e ex1; U11f ex1, 9; U12 ex1, 4; U12a ex1, 5; U12b ex2; U12c ex1</p>
<p>Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.</p>	<p>U2 ex1, 3; U2a ex5, 7, 11; U2b ex4; U2Review ex8; U5Review ex8, 9; U6Review ex8; U8 ex1, 4; U8a ex6; U8Review ex9; U11Review ex9</p>
<p>Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem.</p>	<p>U1c ex7</p>
<p>Can express thoughts on more abstract, cultural topics such as films, books, music etc.</p>	<p>U2a ex1</p>
<p>Conversation:</p> <p>Can enter unprepared into conversations on familiar topics.</p>	<p>U1b ex1, 3; U3b ex1; U4d ex6; U7a ex1; U7b ex1; U9b ex1</p>
<p>Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.</p>	<p>U6b ex11, 12; U12b ex11, 12</p>
<p>Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.</p>	<p>U1c ex1; U2d ex7</p>
<p>Informal discussion:</p> <p>Can follow much of what is said around him/her on general topics, and can give or seek personal views and opinions in discussing topics of interest.</p>	<p>U1 ex1; U1e ex1; U1f ex1; U2b ex6; U2c ex6; U3 ex1; U3b ex10, 11; U3f ex1; U4c ex6; U4f ex1; U5 ex1; U6f ex1; U7 ex1; U7f ex1; U8f ex1; U9 ex1; U9a ex6; U9f ex1; U10 ex1, 4; U10c ex9; U10d ex1; U11 ex1; U11b ex6; U12f ex1</p>
<p>Can express his/her thoughts about abstract or cultural topics such as music, films.</p>	<p>U1f ex8; U6f ex8; U7f ex9; U12f ex8</p>
<p>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.</p>	<p>U8b ex9</p>
<p>Can express belief, opinion, agreement and disagreement politely.</p>	<p>U1c ex7; U2b ex2, 3; U3b ex11; U3c ex8, 9; U7c ex10; U9c ex10; U12c ex9, 10</p>
<p>Formal discussion:</p> <p>Can take part in routine formal discussion of familiar subjects which is conducted in clearly articulated speech in the standard dialect and which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems.</p>	<p>U12d ex6</p>
<p>Goal-oriented co-operation:</p> <p>Can explain why something is a problem, discuss what to do next, compare and contrast alternatives.</p> <p>Can give brief comments on the views of others.</p>	<p>U11f ex7</p>
<p>Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.</p> <p>Can invite others to give their views on how to proceed.</p>	<p>U6b ex11, 12; U11 ex3, 4; U12b ex11, 12</p>
<p>Information exchange:</p> <p>Can find out and pass on straightforward factual information.</p>	<p>U5b ex11; U8c ex7; U10d ex7</p>
<p>Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.</p>	<p>U11a ex11</p>

Can describe how to do something, giving detailed instructions.	U8d ex6
Can ask for and follow detailed directions.	U7a ex11
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.	U1Review ex8, 9; U2a ex5; U2b ex11; U2d ex1; U3a ex11; U3f ex6, 8; U4a ex10; U4Review ex3; U5a ex10; U5c ex7, 8; U7b ex12; U7d ex6, 7; U9b ex8; U10a ex13; U11a ex11; U11b ex12, 13; U11c ex7, 8
Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.	U9d ex5

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.	U7d ex6, 7; U7e ex1, 2, 5, 6, 7
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.	U1e ex3, 4, 5; U3e ex2, 3, 4; U9e ex2, 3, 4

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.	U5 ex4; U5b ex6
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.	U10Review ex6; U11d ex5
Can describe events, real or imagined.	U6c ex8
Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest.	U6a ex1, 5; U11a ex1
Can describe dreams, hopes and ambitions.	U6b ex10, 11
Can narrate a story.	U4b ex11, 12; U4c ex8; U4d ex6, 7; U4Review ex6
Sustained monologue (putting a case in a debate): Can briefly give reasons and explanations for opinions, plans and actions.	U3c ex8, 9; U8a ex12, 13
Addressing audiences: Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.	U10b ex11; U12Review ex8, 9

Production (written)

<p>Overall written production:</p> <p>Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence.</p>	<p>U1e ex3, 4, 5; U4e ex5, 6, 7; U5e ex4; U6e ex2, 3, 4; U7e ex3, 4; U8e ex4, 5; U10e ex3, 4, 5; U11e ex4; U12e ex5</p>
<p>Creative writing:</p> <p>Can write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest.</p>	<p>U6e ex3, 4; U10c ex10; U11e ex4, 5</p>
<p>Can write a description of an event, a recent trip – real or imagined.</p> <p>Can narrate a story.</p>	<p>U4e ex5, 6, 7; U4Review ex5</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/her 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>U3a ex12; U12e ex4, 5, 6</p>

Communication strategies: Reception (spoken & written)

<p>Identifying cues & 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 ex9; U1b ex4; U1c ex4; U2c ex3, 5; U2e ex2; U3a ex4; U3b ex9; U3c ex5, 6; U4 ex3; U4b ex2; U4c ex4; U4f ex2; U5a ex2; U5b ex4; U5c ex5; U5e ex3; U6b ex4; U6c ex6, 7; U6e ex6, 7; U6Review ex4, 5; U7a ex5; U7c ex6; U9a ex1; U9b ex2; U9c ex4; U10 ex3; U10b ex2; U10c ex6, 7; U11a ex3; U11c ex5, 6; U12c ex6; U12e ex3</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>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 ex7; U2f ex6; U3f ex6; U4f ex6; U5f ex8; U6f ex7; U7f ex8; U8f ex5; U9f ex8; U10f ex6; U11f ex7; U12f 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>U1f ex7; U2f ex6; U3f ex6; U4f ex6; U5f ex8; U6f ex7; U7f ex8; U8f ex5; U9f ex7; U10f ex6; U11f ex7; U12f ex6</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/her everyday life such as family, hobbies and interests, work, travel, and current events.</p>	<p>U1d ex1; U1 Review ex4, 5; U2b ex10; U2Review ex4; U3d ex1; U3f ex3, 4; U4b ex3; U5Review ex5; U7d ex1, 2; U7Review ex6; U8b ex1; U8b ex8; U8Review ex4, 5, 6; U9Review ex4, 5; U10b ex3; U10Review ex4;</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 ex6, 8, 11, 12; U1b ex10, 11; U1Review ex2, 3; U2a ex2, 3, 5, 10, 11; U2b ex5, 6, 7; U2Review ex1, 2; U3a ex8, 10; U3b ex4, 5, 7, 8; U3Review ex1, 2; U4a ex3, 5, 6, 8, 9, 10, 11; U4b ex7, 8, 11, 12; U4Review ex2, 3; U5a ex6, 7, 8; U5b ex7, 8, 9; U5Review ex1, 3; U6a ex6, 9; U6b ex8, 9, 11, 12; U6Review ex2, 3; U7a ex7, 8, 9, 11; U7b ex3, 4, 5, 9, 10, 11, 12; U7Review ex1, 2, 3, 4; U8a ex7, 8, 9, 10, 11; U8b ex5, 6; U8Review ex1, 2, 3; U9a ex7, 8, 9; U9b ex4, 6; U9Review ex1, 2, 3; U10a ex5, 6, 9, 10, 11; U10b ex7, 8, 10; U10Review ex1, 2; U11a ex6, 7, 9; U11b ex7, 8, 9, 10, 11, 13; U11Review ex1, 2, 3, 4, 5; U12a ex6, 7, 8; U12b ex7, 8, 11, 12; U12c ex8, 9, 10; U12Review ex1, 2, 3, 8</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>U4 Review ex4; U7Review ex6; U8c ex5, 6; U8d ex1, 2</p>
<p>Phonological control:</p> <p>Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.</p>	<p>U1a ex7; U1d ex2; U2a ex4; U2d ex6; U3a ex9; U3b ex6, 8; U3d ex4; U4a ex4; U4b ex10; U4d ex4, 5; U5b ex10; U5d ex5; U6a ex8; U6b ex10; U6d ex4; U7a ex10; U8b ex7; U8d ex3; U9a ex2; U9c ex5, 6; U10a ex7; U10b ex9; U10d ex5; U11a ex8; U11d ex4; U12b ex10; U12c ex7</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>U4e ex5, 6, 7; U5e ex4; U8e ex2, 3; U10e ex3, 4, 5; U11e ex3</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 ex5, 6; U1Review ex6, 7; U2Review ex6, 7; U3d ex5, 6; U3Review ex5, 6; U4d ex3; U5d ex6; U5Review ex7; U6d ex3, 5; U6Review ex6, 7, 8; U7Review ex7, 8; U8d ex6; U8Review ex7, 8; U9d ex4, 5; U9Review ex6; U10d ex4, 6, 7; U11d ex4, 5; U11Review ex8; U12d ex4, 5, 6; U12Review ex6, 7</p>
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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>U1b ex11; U3b ex11; U3f ex7; U6b ex11, 12; U7b ex12; U12b ex11, 12</p>
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LIFE Pre-intermediate CEF mapping

Framework level: B1

Unit 1 Health

Unit 1 opener (page 9)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	2
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

1a How well do you sleep? (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, 4
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	2
Overall listening comprehension	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, leisure, etc.	3
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	7
Identifying cues and inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	9
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, 8, 11, 12

1b The secrets of long life (pages 12–13)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can enter unprepared into unfamiliar topics	1, 3
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	2
Identifying cues and inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	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.	6, 7
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used routines and patterns associated with more predictable situations.	10, 11
Conversation	Can maintain a conversation or discussion but sometimes be difficult to follow when trying to say exactly what he/she would like to.	11
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.	11

1c Health and happiness (pages 14–15)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	1
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.	3
Identifying cues and inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	4
Overall spoken interaction	Can exchange, check and confirm information.	7
Informal discussion	Can express belief, opinion, agreement and disagreement politely.	7
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).	8

1d At the doctor's (page 16)

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
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	2
Overall listening comprehension	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, leisure, etc.	4
Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	5, 6

1e Medical advice online (page 17)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	2
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.	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.	3,4,5

1f Slow food (page 19)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1
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.	2, 3
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
Informal discussion	Can express his/her thoughts about abstract or cultural topics such as music, films.	8

Unit 1 Review (page 20)

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
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used routines and patterns associated with more predictable situations.	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, 5
Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	6, 7
Interviewing and being interviewed	Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended.	8, 9

Unit 2 Competitions

Unit 2 opener (page 21)

Overall spoken interaction	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.	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

2a Competitive sports (pages 22–23)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express thoughts on more abstract, cultural topics such as books, films, music, etc.	1
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.	2, 3, 5, 10, 11
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	4
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.	5
Overall spoken interaction	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.	5, 7, 11
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	8

2b Crazy competitions! (pages 24–25)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can express belief, opinion, agreement and disagreement politely.	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
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
Overall spoken interaction	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.	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
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	8, 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.	10
Informal discussion	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.	11

2c Bolivian wrestlers (pages 26–27)

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, 4
Identifying cues and inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	3, 5
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	6

2d Joining a club (page 28)

COMPONENT	DESCRIPTOR	EXERCISE
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.	1
Reading for orientation	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	2
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	3, 4
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	6
Conversation	Can express and respond to feelings such as surprise, happiness, sadness, interest, and indifference.	7

2e Advertising for members (page 29)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	1
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
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

2f Cheese rolling (page 31)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can give or seek personal views and opinions in discussing topics of interest.	1
Identifying cues and inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	2
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
Planning	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	6
Cooperating	Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going.	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, 8

Unit 2 Review (page 32)

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
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
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
Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	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.	8

Unit 3 Transport

Unit 3 opener (page 33)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	2
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 Transport in the future (pages 34–35)

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
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 cues and inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	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.	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, 10
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	9
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
Reports & essays	Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his field with some confidence.	12

3b Animal transport (pages 36–37)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can enter unprepared into unfamiliar topics.	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
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used routines and patterns associated with more predictable situations.	4, 5, 7, 8
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	6, 8
Identifying cues and inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	9
Reading for information and argument	Can identify the main conclusions in clearly signalled argumentative texts.	10
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	10, 11
Informal discussion	Can express belief, opinion, agreement and disagreement politely.	11
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.	11

3c Last days of the rickshaw (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
Reading for information and argument	Can identify the main conclusions in clearly signalled argumentative texts.	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.	2, 3
Identifying cues and inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	5, 6
Reading for information and argument	Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.	7
Sustained monologue: putting a case	Can briefly give reasons and explanations for opinions, plans and actions.	8, 9
Informal discussion	Can express belief, opinion, agreement and disagreement politely.	8, 9

3d Getting around town (page 40)

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
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	4
Overall listening comprehension	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, leisure, etc.	2, 3
Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	5, 6

3e Quick communication (page 41)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for orientation	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	1
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.	2, 3, 4

3f Indian railways (page 43)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1
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.	2, 3
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
Planning	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	6
Cooperating	Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going.	6
Interviewing and being interviewed	Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended.	6, 8

Unit 3 Review (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
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, 4
Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	5, 6
Spoken fluency	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	7

Unit 4 Adventure

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, 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
Identifying cues and inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	3

4a Adventurers of the year (pages 46–47)

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, 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.	3, 5, 6, 8, 9, 10, 11
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	4
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.	10

4b The survivors (pages 48–49)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can enter unprepared into conversations of familiar topics.	1, 6
Identifying cues and inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	2
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
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
Listening to radio audio and recordings	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.	4, 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, 11, 12
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	10
Sustained monologue	Can narrate a story.	11, 12

4c The right decision? (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
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 cues and inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	4
Reading for information and argument	Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.	5
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	6
Sustained monologue	Can narrate a story	8

4d A happy ending (pages 52–53)

COMPONENT	DESCRIPTOR	EXERCISE
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	1, 2
Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	3
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	4, 5
Conversation	Can enter unprepared into conversations on familiar topics.	6
Sustained monologue	Can narrate a story	6, 7

4e A story of survival (page 53)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	2
Creative writing	Can write a description of an event, a recent trip – real or imagined; Can narrate a story.	5, 6, 7

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, 7
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

4f Alaskan ice climbing (page 54)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1
Identifying cues and inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	2
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
Planning	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	6
Cooperating	Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going.	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, 8

Unit 4 Review (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.	2, 3
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.	3
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	4
Creative writing	Can write a description of an event, a recent trip – real or imagined; Can narrate a story.	5
Sustained monologue	Can narrate a story.	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

Unit 5 The environment

Unit 5 opener (page 57)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	2
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.	4

5a Recycling (pages 58–59)

COMPONENT	DESCRIPTOR	EXERCISE
Identifying cues 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.	4, 5

Grammatical accuracy	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.	6, 7, 8
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	8, 9
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.	10

5b The Greendex (pages 60–61)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can enter unprepared into conversations of familiar topics.	1
Reading for orientation	Can find and understand relevant information in everyday material such as letters, brochures and short official documents.	2, 3
Identifying cues and inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	4
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.	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
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	10
Information exchange	Can find out and pass on straightforward factual information.	11

5c A boat made of bottles (pages 62–63)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	1, 2
Identifying cues and inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	5
Reading for information and argument	Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.	3
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.	7, 8

5d Online shopping (pages 64–65)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for orientation	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	2
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	3, 4
Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	6
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	5

5e Problem with an order (page 65)

COMPONENT	DESCRIPTOR	EXERCISE
Reading correspondence	Can understand basic types of standard routine letters and faxes on familiar topics.	1
Identifying cues 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.	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

5f Coastal clean-up (page 67)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can give or seek personal views and opinions in discussing topics of interest.	1
Watching TV and film	Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.	2, 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.	8
Cooperating	Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going.	8

Unit 5 Review (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, 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
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
Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	7
Overall spoken interaction	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.	8, 9

Unit 6 Stages in life

Unit 6 opener (page 69)

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

6a Changing your life (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, 5
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	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, 9

Overall listening comprehension	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, leisure, etc.	7
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	8
Sustained monologue	Can describe dreams, hopes and ambitions.	10, 11

6b World party (pages 72–73)

COMPONENT	DESCRIPTOR	EXERCISE
Sustained monologue	Can give straightforward descriptions on a variety of familiar subjects within his field of interest.	1, 5
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 cues and inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	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.	6, 7
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used routines and patterns associated with more predictable situations.	8, 9, 11, 12
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	10
Goal-oriented co-operation	Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations; Can invite others to give their views on how to proceed.	11, 12
Conversation	Can maintain a conversation or discussion but sometimes be difficult to follow when trying to say exactly what he/she would like to.	11, 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.	11, 12

6c Masai rite of passage (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
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 recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.	4, 5
Identifying cues and inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	6, 7
Sustained monologue	Can describe events, real or imagined.	8

6d An invitation (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, provided speech is clearly articulated in a generally familiar accent.	2, 3
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	4
Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	3, 5

6e A wedding in Madagascar (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
Identifying cues and inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	6, 7
Creative writing	Can write straightforward, detailed descriptions on a range of familiar subjects within his field of interest.	3, 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.	2, 3, 4

6f Steel drums (page 79)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1
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.	2, 3
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
Informal discussion	Can express his/her thoughts about abstract or cultural topics such as music, films.	8

Unit 6 Review (page 80)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used routines and patterns associated with more predictable situations.	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
Identifying cues and inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	4, 5
Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	6, 7, 8
Overall spoken interaction	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.	8

Unit 7 Work

Unit 7 Opener (page 81)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	2
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

7a X-ray photographer (pages 82–83)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can enter unprepared into conversation of familiar topics.	1
Listening to radio audio and recordings	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.	2, 3
Overall listening comprehension	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, leisure, etc.	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
Identifying cues and inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	5
Reading for orientation	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	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, 11
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	10
Information exchange	Can ask for and follow detailed directions.	11

7b The costs of new jobs (pages 84–85)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can enter unprepared into unfamiliar topics.	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
Overall listening comprehension	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, leisure, etc.	8, 9
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used routines and patterns associated with more predictable situations.	3, 4, 5, 9, 10, 11, 12
Interviewing and being interviewed	Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.	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.	12

7c Twenty-first century cowboys (pages 86–87)

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
Reading for information and argument	Can identify the main conclusions in clearly signalled argumentative texts.	3, 9
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
Identifying cues and inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	6
Informal discussion	Can express belief, opinion, agreement and disagreement politely.	10

7d A job interview (page 88)

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
Overall listening comprehension	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, leisure, etc.	3
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	4
Interviewing and being interviewed	Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.	6, 7

7e Applying for a job (page 89)

COMPONENT	DESCRIPTOR	EXERCISE
Overall written interaction	Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision.	1, 2, 5, 6, 7
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.	3, 4

7f Butler school (page 91)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1
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.	2, 3
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, 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.	8
Cooperating	Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going.	8
Informal discussion	Can express his/her thoughts about abstract or cultural topics such as music, films.	9

Unit 7 Review (page 92)

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 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
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
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 8 Technology

Unit 8 opener (page 93)

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, 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

8a Invention for the eyes (pages 94–95)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can express thoughts on more abstract, cultural topics such as books, films, music, etc.	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.	3, 4, 5
Grammatical accuracy	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.	7, 8, 9, 10, 11
Overall spoken interaction	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.	6
Sustained monologue	Can briefly give reasons and explanations for opinions, plans and actions.	12, 13

8b Technology for explorers (pages 96–97)

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 reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	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.	5, 6
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	7
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
Informal discussion	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.	8

8c Designs from nature (pages 98–99)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	2, 3
Reading for information and argument	Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.	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
Information exchange	Can find out and pass on straightforward factual information.	7

8d Gadgets (page 100)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary control	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.	1, 2
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	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
Information exchange	Can describe how to do something, giving detailed instructions.	6
Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	6

8e An argument for technology (page 101)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	1
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.	2, 3
Overall written production	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.	4, 5

8f Wind power (page 103)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1
Watching TV and film	Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.	2, 3, 4
Planning	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	5
Cooperating	Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going.	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).	7

Unit 8 Review (page 104)

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
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
Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	7, 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 9 Language and learning

Unit 9 opener (page 105)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	2
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

9a Ways of learning (pages 106–107)

COMPONENT	DESCRIPTOR	EXERCISE
Identifying cues and inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	1

Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	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
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	4, 5
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	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
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).	10

9b The history of writing (pages 108–109)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can enter unprepared into unfamiliar topics.	1
Identifying cues and inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	2
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used routines and patterns associated with more predictable situations.	4, 6
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	5
Interviewing and being interviewed	Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.	8

9c Saving languages (pages 110–111)

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 information and argument	Can identify the main conclusions in clearly signalled argumentative texts.	2, 8, 9
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	3
Identifying cues and inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	4
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	5, 6
Informal discussion	Can express belief, opinion, agreement and disagreement politely.	10

9d Enrolling on a course (page 112)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for orientation	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	1
Overall listening comprehension	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, leisure, etc.	2, 3
Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	4, 5
Interviewing and being interviewed	Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.	5

9e Providing information (page 113)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for orientation	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	1
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.	2, 3, 4

9f Disappearing voices (page 115)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1
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.	2, 3
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.	8

Unit 9 Review (page 116)

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, 5
Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	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, 8

Unit 10 Travel and holidays

Unit 10 opener (page 117)

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

10a Holiday stories (pages 118–119)

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

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
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, 9, 10, 11
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.	8
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	7
Interviewing and being interviewed	Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended.	13

10b Adventure holidays (pages 120–121)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can enter unprepared into conversations of familiar topics.	1, 6
Identifying cues and inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	2
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
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
Listening to radio audio and recordings	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.	4, 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, 10
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	9
Addressing audiences	Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.	11

10c A tour under Paris (pages 122–123)

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, 3, 4
Identifying cues and inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	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.	5
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	9
Creative writing	Can write straightforward, detailed descriptions on a range of familiar subjects within his field of interest.	10

10d At tourist information (page 124)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1
Overall listening comprehension	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	2, 3

Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	4, 6, 7
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	5
Information exchange	Can find out and pass on straightforward factual information.	7

10e Requesting information (page 125)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	2
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.	3, 4, 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.	3, 4, 5

10f Living in Venice (page 127)

COMPONENT	DESCRIPTOR	EXERCISE
Watching TV and film	Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.	1, 2, 3, 5
Planning	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	6
Cooperating	Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going.	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).	8

Unit 10 Review (page 128)

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
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
Sustained monologue	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.	6
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 11 History

Unit 11 opener (page 129)

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

11a An ancient civilisation (pages 130–131)

COMPONENT	DESCRIPTOR	EXERCISE
Sustained monologue	Can give straightforward descriptions on a variety of familiar subjects within his field of interest.	1
Identifying cues 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, 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.	6, 7, 9
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	8
Information exchange	Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his field with some confidence.	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

11b Modern history (pages 132–133)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can enter unprepared into conversations of familiar topics.	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.	4, 5
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	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, 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.	12, 13

11c The life of Jane Goodall (pages 134–135)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	2, 3
Identifying cues and inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	5, 6
Reading for information and argument	Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.	4
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.	7, 8

11d A journey to Machu Picchu (page 136)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can enter unprepared into conversations of familiar topics.	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
Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	4, 5
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	4
Sustained monologue	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions.	5

11e The greatest mountaineer (page 65)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can enter unprepared into conversations of 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.	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
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
Creative writing	Can write straightforward, detailed descriptions on a range of familiar subjects within his field of interest.	4, 5

11f The lost city of Machu Picchu (page 139)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can give or seek personal views and opinions in discussing topics of interest.	1, 9
Watching TV and film	Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.	2, 3, 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
Goal-oriented cooperation	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.	7

Unit 11 Review (page 140)

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, 4, 5
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	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 12 Nature

Unit 12 opener (page 141)

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
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

12a Nature in one cubic foot (pages 142–143)

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
Overall listening comprehension	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, leisure, etc.	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

12b The power of nature (pages 144–145)

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).	2
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	3, 4, 5
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used routines and patterns associated with more predictable situations.	7, 8, 11, 12
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	10
Conversation	Can maintain a conversation or discussion but sometimes be difficult to follow when trying to say exactly what he/she would like to.	11, 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.	11, 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.	11, 12

12c Changing Greenland (pages 146–147)

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, 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.	5
Identifying cues and inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	6
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used routines and patterns associated with more predictable situations.	8, 9, 10
Phonological control	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.	7
Informal discussion	Can express belief, opinion, agreement and disagreement politely.	9, 10

12d Saving the zoo (page 148)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.	2
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
Sociolinguistic appropriateness	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	4, 5, 6
Formal discussion	Can take part in routine formal discussion of familiar subjects which is conducted in clearly articulated speech in the standard dialect and which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems.	6

12e Good news (page 149)

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
Identifying cues and inferring	Can identify unfamiliar words from the context on topics related to his/her field and interests.	3
Reports & essays	Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.	4, 5, 6
Overall written production	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.	5

12f Cambodia Animal Rescue (page 150)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can give or seek personal views and opinions in discussing topics of interest.	1
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.	2, 3
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
Planning	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.	6
Cooperating	Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going.	6
Informal discussion	Can express his/her thoughts about abstract or cultural topics such as music, films.	8

Unit 12 Review (page 152)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Uses reasonably accurately a repertoire of frequently used routines and patterns associated with more predictable situations.	1, 2, 3, 8
Sociolinguistic performance	Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.	6, 7
Addressing audiences	Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.	8, 9