

Life

UPPER-INTERMEDIATE

and the Common European Framework of Reference

B2

Mike Sayer

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 Upper-intermediate CEF Overview

Framework level: B2

Communicative activities: Reception (spoken)

DESCRIPTOR	STUDENT'S BOOK ACTIVITIES
<p>Overall listening comprehension:</p> <p>Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background/noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.</p>	<p>U1 ex3; U1a ex2, 3; U1d ex2, 3; U2 ex1, 2; U2a ex5, 6; U2b ex10; U2d ex2, 3; U3 ex3; U3a ex3, 4; U3d ex3, 4; U4 ex3; U4a ex3, 4; U4b ex1, 2; U4d ex2, 3; U5 ex2, 3; U5a ex8; U5b ex2, 3; U5d ex2, 3, 4; U6 ex2; U6b ex2, 3, 4; U6d ex3, 4; U7 ex2; U7a ex3, 4, 8; U7d ex2, 3; U8 ex2, 3; U8b ex3, 4; U8d ex1, 2, 3; U9 ex3; U9a ex1; U9b ex1, 2; U9d ex2, 3; U10 ex3, 4; U10b ex2, 3; U10d ex3, 5, 6; U11 ex2, 3; U11a ex2, 3; U11b ex4, 5, 6; U11d ex2, 4; U12 ex2; U12b ex3, 4; U12d ex2, 3</p>
<p>Understanding interaction between native speakers:</p> <p>Can keep up with an animated conversation between native speakers.</p>	<p>U2 ex2</p>
<p>Listening to radio and audio recordings:</p> <p>Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone etc.</p>	<p>U8b ex3, 4</p>

Reception audio/visual

<p>Can understand most TV news and current affairs programmes.</p> <p>Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.</p>	<p>U1f ex3, 4, 5; U2f ex2, 3, 4, 5, 6; U3f ex3, 4, 5; U4f ex3, 4, 5, 6, 7; U5f ex2, 3, 4, 5; U6f ex2, 3, 4, 5, 6; U7f ex2, 3, 4, 5; U8f ex3, 4, 5, 6; U9f ex3, 4, 5; U10f ex4, 5, 6; U11f ex3, 4, 5, 6; U12f ex3, 4, 5, 6, 7</p>
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Reception (written)

<p>Overall reading comprehension:</p> <p>Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.</p>	<p>U1b ex3; U1c ex2, 3; U1e ex2; U1Review ex1; U2b ex3; U2c ex3, 4; U2e ex1, 2; U2Review ex2; U3b ex3; U3c ex2, 3; U3e ex1; U3Review ex3; U4b ex5, 6; U4c ex3; U4e ex1, 2; U4Review ex2; U5a ex2; U5c ex2, 3; U5e ex3; U5Review ex2; U6a ex3, 4; U6c ex2, 3; U6d ex1; U6e ex2, 3; U6Review ex2, 3; U7b ex4, 5; U7c ex2, 3, 4; U7e ex1, 2; U8a ex4; U8c ex2, 3, 4; U8e ex1, 2; U8Review ex2; U9a ex2, 3; U9c ex2, 3, 4; U9e ex1; U10a ex3; U10c ex2, 3; U10e ex2, 3; U10Review ex2; U11a ex3, 4; U11c ex2, 3; U11e ex1; U11Review ex2; U12a ex2, 3; U12c ex2, 3; U12e ex3</p>
<p>Reading for orientation:</p> <p>Can scan quickly through long and complex texts, locating relevant details.</p>	<p>U3c ex2; U5c ex2; U7b ex4; U7c ex3; U8c ex4; U11c ex2; U12Review ex1</p>
<p>Reading for information and argument:</p> <p>Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.</p>	<p>U1b ex3, 4; U1c ex3, 5, 6, 7; U2c ex4, 6; U3c ex3, 6; U4c ex5, 6; U4e ex3; U5c ex6, 7; U5e ex3, 4, 5; U6c ex6; U7b ex5; U7c ex4; U8c ex6; U9a ex2; U9c ex5, 6; U10a ex4; U10c ex6, 7; U11a ex4; U11c ex5, 6; U12c ex3, 6</p>

Interaction (spoken)

<p>Overall spoken interaction:</p> <p>Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.</p>	<p>U1 ex4; U1c ex9; U1e ex1; U1f ex1, 2, 8; U2 ex4; U2f ex1, 8; U3 ex4; U3a ex1, 2, 6; U3c ex10; U3f ex1, 2; U3Review ex1, 2, 6; U4 ex2, 4; U4a ex5; U4f ex1, 2; U4Review ex1, 5; U5a ex1, 3; U5c ex10; U5f ex1; U5Review ex1, 6; U6 ex4; U6c ex10; U6f ex1, 8; U6Review ex1, 6, 9; U7 ex4; U7c ex6, 9; U7f ex1, 8; U7Review ex1, 5; U8f ex1, 9; U9 ex4; U9c ex9, 10; U9d ex1; U9f ex1; U9Review ex3, 7; U10f ex1, 2; U10Review ex1; U11a ex12; U11b ex3, 13; U11c ex10; U11d ex1; U11f ex1; U11Review ex1, 5, 8; U12f ex1, 2</p>
<p>Conversation:</p> <p>Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.</p> <p>Can convey degrees of emotion and highlight the personal significance of events and experiences.</p>	<p>U1a ex11; U1d ex1, 6; U1Review ex7, 8; U2a ex4, 5; U2c ex2; U2d ex1; U2d ex5; U3 ex1; U3b ex1; U3d ex1, 2; U3Review ex9, 10; U4c ex1, 8; U4d ex1; U5Review ex8, 9; U6a ex2, 7; U6e ex1; U7a ex1; U8a ex9; U9b ex9, 10; U9f ex6; U10a ex1; U10d ex1; U10e ex1; U10f ex7; U11Review ex7</p>
<p>Informal discussion:</p> <p>Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.</p>	<p>U1 ex2; U1a ex1, 4; U1f ex8; U1Review ex3; U2 ex1; U4b ex1, 3, 4, 7, 13; U5b ex1; U5b ex5; U5c ex1, 8, 10; U5d ex1, 5; U5e ex1, 2; U5f ex8; U6 ex1, 4; U6b ex1, 5, 11; U6c ex1, 5; U6d ex1; U7 ex1; U7d ex1; U7Review ex9; U8 ex1, 3; U8c ex1, 10; U8d ex5; U8Review ex1; U9 ex2; U9a ex1; U9f ex8; U10 ex1, 2, 4; U10a ex2, 10; U10c ex5; U10f ex10; U10Review ex8; U11 ex3; U11a ex1, 5, 12; U11b ex2, 7; U11c ex1, 4, 11; U11f ex8; U12 ex1, 4; U12a ex1, 4; U12b ex1, 2, 5; U12c ex1, 10; U12d ex1; U12e ex1, 2; U12f ex9</p>
<p>Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.</p>	<p>U2a ex1; U2a ex7; U3 ex2; U3a ex12; U3b ex4, 7; U3c ex1; U3f ex7; U4a ex2; U4c ex2, 9; U4d ex6; U4f ex9; U7a ex10, 11; U8a ex2, 3; U9c ex1; U9d ex4; U9e ex1</p>
<p>Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.</p>	<p>U1b ex1, 2, 5, 10, 11; U1c ex1; U7b ex1, 2</p>
<p>Goal-oriented co-operation:</p> <p>Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.</p>	<p>U3d ex6; U6a ex11, 12</p>
<p>Can help along the progress of the work by inviting others to join in, say what they think etc.</p>	
<p>Can understand detailed instructions reliably</p>	<p>U3Review ex1, 2, 6</p>
<p>Transactions to obtain goods and services:</p> <p>Can explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession.</p>	<p>U6d ex6; U12d ex7</p>
<p>Information exchange:</p> <p>Can give a clear, detailed description of how to carry out a procedure.</p>	<p>U6a ex1</p>
<p>Can pass on detailed information reliably.</p>	<p>U6Review ex8; U11d ex6</p>
<p>Can understand and exchange complex information and advice on the full range of matters related to his/her occupational role.</p>	<p>U4a ex11; U10b ex11</p>
<p>Interviewing and being interviewed:</p> <p>Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.</p>	<p>U1f ex6; U2f ex7; U3f ex6; U4a ex1; U4f ex8; U5a ex11; U5b ex10; U5f ex6; U6b ex11; U6f ex7; U7d ex6; U7f ex7; U7Review ex8; U8f ex7; U9d ex6; U12a ex13, 14</p>

Interaction (written)

<p>Correspondence:</p> <p>Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views.</p>	<p>U1e ex6, 7; U3e ex4, 5; U6e ex5, 6; U6e ex5, 6; U7c ex10; U10e ex5, 6; U11e ex6, 7</p>
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Production (spoken)

<p>Overall spoken production:</p> <p>Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.</p>	<p>U2b ex11; U3a ex12; U3c ex11; U4 a ex11; U4b ex14; U4Review ex8; U5 ex4; U6c ex11; U8b ex11; U8Review ex7, 8; U9Review ex8; U10a ex11, 12; U10b ex1, 4; U12b ex13</p>
<p>Sustained monologue (experience):</p> <p>Can give clear, detailed descriptions on a wide range of subjects related to his field of interest.</p>	<p>U2 ex4; U2a ex11; U2b ex11; U2c ex1, 10; U2d ex5; U2Review ex4, 6, 7; U8b ex2, 5; U9a ex10; U10d ex8, 9</p>
<p>Sustained monologue (debate):</p> <p>Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples</p>	
<p>Addressing audiences:</p> <p>Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.</p> <p>Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression.</p>	<p>U3a ex12; U3c ex11</p>

Production (written):

<p>Overall written production</p> <p>Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.</p>	<p>U1e ex6; U2a ex11; U2e ex5; U3e ex4; U4e ex4, 5; U5e ex7; U6e ex4, 5; U7e ex3; U7e ex7, 8, 9; U8b ex11; U8e ex4; U9e ex5, 6; U10e ex5, 6; U11e ex6, 7</p>
<p>Creative writing</p> <p>Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest.</p>	<p>U2e ex5; U7e ex7, 8, 9; U9b ex10</p>
<p>Reports and essays:</p> <p>Can write short, simple essays on topics of interest.</p> <p>Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his field with some confidence.</p> <p>Can write very brief, reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions.</p>	<p>U5e ex7; U12e ex5, 6</p>

Communication strategies

Reception (spoken & written)

<p>Identifying clues & inferring:</p> <p>Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.</p>	<p>U1a ex8, 9, 10; U1c ex4, 8; U1e ex5; U2b ex4; U2c ex8; U2e ex4; U3a ex5; U3c ex4, 5, 8; U3e ex3; U4c ex4, 7; U5a ex10; U5c ex4, 5, 9; U6a ex5, 6; U6c ex4, 8, 9; U6e ex4; U7a ex7; U7c ex5, 7; U7e ex4, 5; U8c ex8, 9; U9a ex4; U9c ex7; U10c ex8, 9; U11c ex7, 8; U12a ex12; U12c ex4</p>
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Interaction

<p>Cooperating:</p> <p>Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.</p>	<p>U1f ex6; U2f ex7; U3f ex6; U4f ex8; U5f ex6; U6f ex7; U7f ex7; U8f ex7; U9f ex6; U10f ex7; U11f ex7; U12f ex8</p>
<p>Planning:</p> <p>Can plan what is to be said and the means to say it, considering the effect on the recipient/s.</p>	<p>U1f ex6; U2f ex7; U3f ex6; U4f ex8; U5f ex6; U6f ex7; U7f ex7; U8f ex7; U9f ex6; U10f ex7; U11f ex7; U12f ex8</p>

Communicative language competence

Linguistic – range

<p>Vocabulary range:</p> <p>Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.</p>	<p>U1 ex1; U1a ex10; U1Review ex4, 5; U2 ex2, 3; U2a ex2, 3; U2Review ex3; U3c ex8, 9; U3Review ex5; U4 ex1; U4Review ex4; U5 ex1, 2; U5a ex7; U5b ex1, 4; U5Review ex4, 5; U6 ex3; U6c ex4; U6Review ex5; U7b ex2; U7Review ex4, 5; U8a ex1; U8b ex1; U8f ex2; U8Review ex4, 5; U9 ex1; U9c ex7, 8; U9Review ex4, 5; U10a ex5; U10b ex10; U10c ex1; U10d ex2; U10Review ex4, 5; U11 ex1; U11a ex2, 9; U11b ex1, 2; U11Review ex4, 5; U12 ex3; U12b ex1; U12b ex12; U12c ex4, 8, 9; U12Review ex4, 5</p>
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Control

<p>Grammatical accuracy:</p> <p>Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.</p>	<p>U1a ex4, 5, 6, 7; U1b ex6, 7, 9; U1Review ex2; U2a ex8, 9; U2b ex6, 7, 9, 10; U2Review ex1; U3a ex8, 9, 10, 11; U3b ex5, 6; U3Review ex4, 9; U4a ex6, 7, 8, 10; U4b ex8, 9, 10, 12; U4Review ex3; U5a ex4, 5, 6, 9; U5b ex7, 8, 9; U5Review ex3; U6a ex8, 9, 10; U6b ex6, 7, 8, 10, 11; U6Review ex4; U7a ex5, 6; U7b ex6, 7, 8, 9, 10, 11, 12; U7Review ex2, 3; U8a ex5, 6, 7, 8; U8b ex6, 7, 9, 10; U8Review ex3; U9a ex5, 6, 7, 8; U9b ex3, 4, 5, 6, 7, 8; U9Review ex1, 2; U10a ex6, 7, 8, 9; U10b ex5, 6, 7; U10Review ex3; U11a ex5, 6, 7, 8, 10; U11b ex8, 9, 10, 11; U11Review ex3; U12a ex5, 6, 7, 8, 9, 10, 11; U12b ex7, 8, 9, 10; U12Review ex2, 3</p>
<p>Vocabulary control:</p> <p>Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.</p>	<p>U1e ex4; U1Review ex4; U2Review ex3; U4Review ex4; U5Review ex4, 5; U6Review ex5; U7Review ex4; U8Review ex4; U9Review ex4; U10Review ex4</p>
<p>Phonological control:</p> <p>Has a clear, natural, pronunciation and intonation.</p>	<p>U1b ex8; U1d ex5; U2a ex10; U2b ex8; U2d ex4; U3a ex7; U3d ex5; U4a ex9; U4d ex4; U5b ex6; U6b ex9; U6d ex5; U7a ex9; U7d ex5; U8b ex8; U8d ex4; U9a ex9; U9d ex5; U10b ex9; U10d ex7; U11b ex12; U11d ex5; U12b ex11; U12d ex6</p>
<p>Orthographic control:</p> <p>Can produce clearly intelligible continuous writing, which follows standard layout and paragraphing conventions.</p> <p>Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.</p>	<p>U1e ex4, 5, 6; U2e ex4, 5, 6; U3e ex4, 5; U4e ex4; U5e ex6; U6e ex4; U7e ex7, 8, 9; U8e ex3; U9e ex4; U10e ex4; U11e ex3; U12e ex4</p>

Sociolinguistic

<p>Sociolinguistic appropriateness:</p> <p>Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.</p>	<p>U1d ex4; U1Review ex6, 7; U2d ex3; U2Review ex5; U3d ex4; U3Review ex7; U4d ex3, 5; U4Review ex6, 7; U5d ex4; U5Review ex7; U6d ex2; U6Review ex7; U7d ex3, 4; U7Review ex6, 7; U8d ex3; U8Review ex6, 7; U9d ex3; U9Review ex6; U10d ex4; U10Review ex6; U11d ex3, 4; U11Review ex6; U12d ex3, 4; U12Review ex6</p>
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Pragmatic

<p>Spoken fluency:</p> <p>Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.</p>	<p>U1b ex10,11; U1c ex9; U2b ex11; U2c ex7, 10; U3b ex7; U3c ex11; U4b ex14; U4c ex8; U5b ex10; U5c ex10; U6b ex11; U6c ex10; U7b ex13; U7c ex6, 9; U8b ex11; U8c ex10; U9b ex9, 10; U9c ex9, 10; U10b ex11; U10c ex10; U11b ex13; U11c ex10, 11; U12c ex10</p>
<p>Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses.</p> <p>Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.</p>	<p>U1Review ex8; U2Review ex6, 7; U3Review ex9, 10; U4Review ex8; U5Review ex8, 9; U6Review ex8, 9; U7Review ex8, 9; U8Review ex8; U9Review ex8; U10Review ex8; U12Review ex8</p>

LIFE Upper-intermediate CEF mapping

Framework level: B2

Unit 1 Relationships

Unit 1 opener (page 9)

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

1a Unlikely friends (pages 10–11)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	1, 4
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	2, 3
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	4, 5, 6, 7
Identifying clues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	8, 9, 10
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	10
Conversation	Can convey degrees of emotion and highlight the personal significance of events and experiences.	11

1b A confused generation (pages 12–13)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.	1, 2, 5, 10, 11
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	3
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	3, 4
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	6, 7, 9

Phonological control	Has a clear, natural, pronunciation and intonation.	8
Spoken fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	10, 11

1c Bloodlines (pages 14–15)

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

1d A face from the past (page 16)

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

1e News from home (page 17)

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

Overall written production	Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.	6
Correspondence	Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views.	6, 7

1f Immigration (pages 18–19)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	1, 2, 8
Watching TV and film	Can understand most TV news and current affairs programmes. Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.	3, 4, 5
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	6
Cooperating	Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.	6
Interviewing and being interviewed	Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.	6
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	8

Unit 1 Review (page 20)

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

Unit 2 Storytelling

Unit 2 opener (page 21)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	1
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	1, 2
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	2, 3
Understanding interaction between native speakers	Can keep up with an animated conversation between native speakers.	2
Sustained monologue	Can give clear, detailed descriptions on a wide range of subjects related to his field of interest.	4
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	4

2a The film of the book (pages 22–23)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	2, 3
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. Can convey degrees of emotion and highlight the personal significance of events and experiences.	4, 5
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	5, 6
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	7
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	8, 9
Phonological control	Has a clear, natural, pronunciation and intonation.	10
Overall written production	Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.	11
Sustained monologue	Can give clear, detailed descriptions on a wide range of subjects related to his field of interest.	11

2b A close shave (pages 24–25)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can convey degrees of emotion and highlight the personal significance of events and experiences.	1
Sustained monologue	Can give clear, detailed descriptions on a wide range of subjects related to his field of interest.	2

Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	3
Identifying clues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	4
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	6, 7, 9, 10
Phonological control	Has a clear, natural, pronunciation and intonation.	8
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	10
Overall spoken production	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.	11
Sustained monologue	Can give clear, detailed descriptions on a wide range of subjects related to his field of interest.	11
Spoken fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	11

2c Once upon a time ... (pages 26–27)

COMPONENT	DESCRIPTOR	EXERCISE
Sustained monologue	Can give clear, detailed descriptions on a wide range of subjects related to his field of interest.	1, 10
Conversation	Can convey degrees of emotion and highlight the personal significance of events and experiences.	2
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	3, 4
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	4, 6
Identifying clues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	8
Spoken fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	7, 10

2d What a disaster! (pages 28–29)

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

2e A real-life drama (page 29)

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

2f History of film (pages 30–31)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	1, 8
Watching TV and film	Can understand most TV news and current affairs programmes. Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.	2, 3, 4, 5, 6
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	7
Cooperating	Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.	7
Interviewing and being interviewed	Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.	7

Unit 2 Review (page 32)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	1
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	2
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	3
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	3
Sustained monologue	Can give clear, detailed descriptions on a wide range of subjects related to his field of interest.	4, 6, 7
Sociolinguistic appropriateness	Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	5
Spoken fluency	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.	6, 7

Unit 3 Science and technology

Unit 3 opener (page 33)

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

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

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	1, 2, 6
Identifying clues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	5
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	3, 4
Phonological control	Has a clear, natural, pronunciation and intonation.	7
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	8, 9, 10, 11
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	12
Overall spoken production	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.	12
Addressing audiences	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail. Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression.	12

3b Revealed world (pages 36–37)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can convey degrees of emotion and highlight the personal significance of events and experiences.	1
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	3
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	4, 7

Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	5, 6
Spoken fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	7

3c One size doesn't fit all (pages 38–39)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	2, 3
Reading for orientation	Can scan quickly through long and complex texts, locating relevant details.	2
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	3, 6
Identifying clues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	4, 5, 8
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	8, 9
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances..	10
Spoken fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	11
Overall spoken production	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.	11
Addressing audiences	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail. Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression.	11

3d Computer problems (page 40)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can convey degrees of emotion and highlight the personal significance of events and experiences.	1, 2
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	3, 4
Sociolinguistic appropriateness	Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	4
Phonological control	Has a clear, natural, pronunciation and intonation.	5
Goal-oriented co-operation	Can understand detailed instructions reliably.	6

3e A technical problem (page 41)

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

3f Augmented reality (pages 42–43)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	1, 2
Watching TV and film	Can understand most TV news and current affairs programmes. Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.	3, 4, 5
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	6
Cooperating	Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.	6
Interviewing and being interviewed	Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.	6
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	7

Unit 3 Review (page 44)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	1, 2, 6
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	3
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	4, 9
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	5
Sociolinguistic appropriateness	Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	7
Goal-oriented co-operation	Can understand detailed instructions reliably.	8

Conversation	Can convey degrees of emotion and highlight the personal significance of events and experiences.	9, 10
Spoken fluency	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.	9, 10

Unit 4 Art and creativity

Unit 4 opener (page 45)

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

4a All about Melbourne (pages 46–47)

COMPONENT	DESCRIPTOR	EXERCISE
Interviewing and being interviewed	Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.	1
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	2
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	3, 4
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	5
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	6, 7, 8, 10
Phonological control	Has a clear, natural, pronunciation and intonation.	9
Information exchange	Can understand and exchange complex information and advice on the full range of matters related to his/her occupational role.	11
Overall spoken production	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.	11

4b Reverse graffiti (pages 48–49)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	1, 3, 4, 7, 13

Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	1, 2
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	5, 6
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	8, 9, 10, 12
Overall spoken production	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.	14
Spoken fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	14

4c Hip-hop planet (pages 50–51)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can convey degrees of emotion and highlight the personal significance of events and experiences.	1, 8
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	2, 9
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	3
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	5, 6
Identifying clues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	4, 7
Spoken fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	8

4d Personal tastes (page 52)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can convey degrees of emotion and highlight the personal significance of events and experiences.	1
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	2, 3
Phonological control	Has a clear, natural, pronunciation and intonation.	4
Sociolinguistic appropriateness	Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	3, 5
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	6

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

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	1, 2
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	3

Overall written production	Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.	4, 5
Orthographic control	Can produce clearly intelligible continuous writing, which follows standard layout and paragraphing conventions. Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.	4

4f Urban art (pages 54–55)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	1, 2
Watching TV and film	Can understand most TV news and current affairs programmes. Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.	3, 4, 5, 6, 7
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	8
Cooperating	Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.	8
Interviewing and being interviewed	Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.	8
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	9

Unit 4 Review (page 56)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	1, 5
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	2
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	3
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	4
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	4
Sociolinguistic appropriateness	Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	6, 7
Overall spoken production	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.	8
Spoken fluency	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.	8

Unit 5 Development

Unit 5 opener (page 57)

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

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

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	1, 3
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	2
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	7
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	8
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	4, 5, 6, 9
Identifying clues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	10
Interviewing and being interviewed	Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.	11

5b The Kerala model (pages 60–61)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	1
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	1, 4
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	2, 3
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	5
Phonological control	Has a clear, natural, pronunciation and intonation.	6
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	7, 8, 9
Interviewing and being interviewed	Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.	10
Spoken fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	10

5c Sustainable development? (pages 62–63)

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

5d Evaluating a project (page 64)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	1, 5
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	2, 3, 4
Sociolinguistic appropriateness	Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	4

5e Big cities, big problems (page 65)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	1, 2
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	3
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	3, 4, 5
Overall written production	Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.	7
Orthographic control	Can produce clearly intelligible continuous writing, which follows standard layout and paragraphing conventions. Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.	6
Reports & essays	Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.	7

5f Aquarium on Wheels (pages 66–67)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	1
Watching TV and film	Can understand most TV news and current affairs programmes. Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.	2, 3, 4, 5
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	6
Cooperating	Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.	6
Interviewing and being interviewed	Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.	6
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	8

Unit 5 Review (page 68)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	1, 6
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	2
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	3
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	4, 5
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	4, 5
Sociolinguistic appropriateness	Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	7
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	8, 9
Spoken fluency	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.	8, 9

Unit 6 Alternative travel

Unit 6 opener (page 69)

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

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

6a Staycations (pages 70–71)

COMPONENT	DESCRIPTOR	EXERCISE
Information exchange	Can pass on detailed information reliably.	1
Conversation	Can convey degrees of emotion and highlight the personal significance of events and experiences.	2, 7
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	3, 4
Identifying clues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	5, 6
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	8, 9, 10
Goal-oriented co-operation	Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.	11, 12

6b Voluntourism (pages 72–73)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	1, 5, 11
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	2, 3, 4
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	6, 7, 8, 10, 11
Phonological control	Has a clear, natural, pronunciation and intonation.	9
Interviewing and being interviewed	Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.	11
Spoken fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	11

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

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	1, 5
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	4
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	2, 3

Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	6
Identifying clues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	4, 8, 9
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances..	10
Spoken fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	10
Overall spoken production	Can give clear, detailed descriptions and presentations on complex subjects, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.	11

6d Couch surfing (page 76)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	1
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	1
Sociolinguistic appropriateness	Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	2
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	3, 4
Phonological control	Has a clear, natural, pronunciation and intonation.	5
Transactions to obtain goods and services	Can explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession.	6

6e A disappointed customer (page 77)

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

6f East Timor (pages 78–79)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	1, 8
Watching TV and film	Can understand most TV news and current affairs programmes. Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.	2, 3, 4, 5, 6
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	7
Cooperating	Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.	7
Interviewing and being interviewed	Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.	7

Unit 6 Review (page 80)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	1, 6, 9
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	2, 3
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	4
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	5
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	5
Sociolinguistic appropriateness	Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	7
Information exchange	Can pass on detailed information reliably.	8
Spoken fluency	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.	8, 9

Unit 7 Natural resources

Unit 7 opener (page 81)

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

Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	4
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7a Water conservation (pages 82–83)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	1, 2
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	1
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	3, 4
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	6, 7, 9, 11
Phonological control	Has a clear, natural, pronunciation and intonation.	8
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	10
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	11

7b The minister for no oil (pages 84–85)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can convey degrees of emotion and highlight the personal significance of events and experiences.	2
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	1
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	3, 4, 5
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	4
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	7, 8, 9
Spoken fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	9

7c A world of its own (pages 86–87)

COMPONENT	DESCRIPTOR	EXERCISE
Information exchange	Can pass on detailed information reliably.	1
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	2, 3
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	4
Identifying clues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	6
Overall written production	Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.	7

7d The climate change debate (page 88)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	1
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	1
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	2, 3, 4
Sociolinguistic appropriateness	Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	3
Phonological control	Has a clear, natural, pronunciation and intonation.	6
Sustained monologue (debate)	Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. Can construct a chain of reasoned argument: Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	7

7e Waste of energy (page 89)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	1, 8
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	2
Identifying clues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	4
Orthographic control	Can produce clearly intelligible continuous writing, which follows standard layout and paragraphing conventions. Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.	5
Overall written production	Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.	7
Correspondence	Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views.	7

7f Galapagos energy (pages 90–91)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	1, 8
Watching TV and film	Can understand most TV news and current affairs programmes. Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.	3, 4, 5, 6
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	7
Cooperating	Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.	7
Interviewing and being interviewed	Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.	7

Unit 7 Review (page 92)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	1, 5
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	2
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	3
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	4, 5
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	4
Sociolinguistic appropriateness	Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	6, 7
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	9
Spoken fluency	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.	8, 9

Unit 8 The news

Unit 8 opener (page 93)

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

8a A life revealed (pages 94–95)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	2, 3
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	1
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	4
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	5, 6, 7, 8
Conversation	Can convey degrees of emotion and highlight the personal significance of events and experiences.	9

8b And finally ... (pages 96–97)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	1
Sustained monologue (experience)	Can give clear, detailed descriptions on a wide range of subjects related to his field of interest.	2, 5
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	3, 4
Listening to radio and audio recordings	Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone etc.	3, 4
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	6, 7, 9, 10
Phonological control	Has a clear, natural, pronunciation and intonation.	8
Overall written production	Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.	11
Overall spoken production	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.	11
Spoken fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	11

8c From hero to zero (pages 98–99)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	1, 10
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	2, 3, 4
Reading for orientation	Can scan quickly through long and complex texts, locating relevant details.	4
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	6
Identifying clues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	8, 9
Spoken fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	10

8d Spreading the news (page 100)

COMPONENT	DESCRIPTOR	EXERCISE
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	1, 2, 3
Sociolinguistic appropriateness	Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	3
Phonological control	Has a clear, natural, pronunciation and intonation.	4
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	5

8e A residents' meeting (page 101)

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

8f Mount Fuji (pages 102–103)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	1, 9
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	2
Watching TV and film	Can understand most TV news and current affairs programmes. Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.	3, 4, 5, 6
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	7
Cooperating	Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.	7
Interviewing and being interviewed	Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.	7

Unit 8 Review (page 104)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	1
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	2
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	3
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	4, 5
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	4
Sociolinguistic appropriateness	Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	6, 7
Overall spoken production	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.	7, 8

Spoken fluency	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.	8
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Unit 9 Talented people

Unit 9 opener (page 105)

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

9a An ordinary man (pages 106–107)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	1
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	1
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	2, 3
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	2
Identifying clues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	4
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	5, 6, 7, 8
Phonological control	Has a clear, natural, pronunciation and intonation.	9
Sustained monologue (experience)	Can give clear, detailed descriptions on a wide range of subjects related to his field of interest.	10

9b Pushing the boundaries (pages 108–109)

COMPONENT	DESCRIPTOR	EXERCISE
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	1, 2
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	3, 4, 5, 6, 7, 8
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	9, 10

Spoken fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	9, 10
Creative writing	Can write clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned.	10

9c The king herself (pages 110–111)

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

9d Right for the job (page 112)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances..	1
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	2, 3
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	4
Sociolinguistic appropriateness	Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	3
Phonological control	Has a clear, natural, pronunciation and intonation.	5
Interviewing and being interviewed	Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.	6

9e Professional networking (page 113)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	2
Overall written production	Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.	5, 6

Orthographic control	Can produce clearly intelligible continuous writing, which follows standard layout and paragraphing conventions. Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.	4
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9f Queen of Egypt (pages 114–115)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	1
Watching TV and film	Can understand most TV news and current affairs programmes. Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.	3, 4, 5
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	6
Cooperating	Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.	6
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	6
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	8

Unit 9 Review (page 116)

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

Unit 10 Customs and behaviour

Unit 10 opener (page 117)

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

10a Cruel to be kind (pages 118–119)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can convey degrees of emotion and highlight the personal significance of events and experiences.	1
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	2, 10
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	3
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	4
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	5
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	6, 7, 8, 9
Overall spoken production	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.	11, 12

10b A matter of taste (pages 120–121)

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

10c A universal language (pages 122–123)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	1
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	2, 3
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	5
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	6, 7
Identifying clues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	8, 9
Spoken fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	10

10d A pre-wedding ritual (page 124)

COMPONENT	DESCRIPTOR	EXERCISE
Conversation	Can convey degrees of emotion and highlight the personal significance of events and experiences.	1
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	2
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	3, 5, 6
Phonological control	Has a clear, natural, pronunciation and intonation.	7
Sociolinguistic appropriateness	Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	4
Sustained monologue (experience)	Can give clear, detailed descriptions on a wide range of subjects related to his field of interest.	8, 9

10e Business customs (page 125)

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

10f Eating insects (pages 126–127)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	1, 2
Watching TV and film	Can understand most TV news and current affairs programmes. Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.	4, 5, 6
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	7
Cooperating	Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.	7
Conversation	Can convey degrees of emotion and highlight the personal significance of events and experiences.	7
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	10

Unit 10 Review (page 128)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	1
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	2
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	3
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	4, 5
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	4
Sociolinguistic appropriateness	Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	6
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	8
Spoken fluency	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.	8

Unit 11 Knowledge and learning

Unit 11 opener (page 129)

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

11a Knowledge conservation (pages 130–131)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	1, 5, 12
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	2, 9
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	3, 4
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	4

Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	5, 6, 7, 8, 10
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	2, 3
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances..	12

11b Memory (pages 132–133)

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

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

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

11d Keep learning (page 136)

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

11e The wrong course (page 137)

COMPONENT	DESCRIPTOR	EXERCISE
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	1
Overall written production	Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.	6, 7
Orthographic control	Can produce clearly intelligible continuous writing, which follows standard layout and paragraphing conventions. Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.	3
Correspondence	Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views.	6, 7

11f Paraguay shaman (pages 138–139)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	1
Watching TV and film	Can understand most TV news and current affairs programmes. Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.	3, 4, 5, 6
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	7
Cooperating	Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.	7
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	8

Unit 11 Review (page 140)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	1, 5, 8
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	2
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	3
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	4, 5
Sociolinguistic appropriateness	Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	6
Conversation	Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	7

Unit 12 The economy

Unit 12 opener (page 141)

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

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

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	1, 4
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	2, 3
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	5, 6, 7, 8, 9, 10, 11
Identifying clues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	12
Interviewing and being interviewed	Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.	13, 14

12b Don't do it yourself (pages 144–145)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	1, 2, 5
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	1
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	3, 4
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	7, 8, 9, 10
Phonological control	Has a clear, natural, pronunciation and intonation.	11
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	12
Overall spoken production	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.	13

12c The gift economy (pages 146–147)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	1, 10
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	2, 3
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	4, 8, 9
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	3, 6
Identifying clues and inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	4
Spoken fluency	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.	10

12d The bottom line (page 148)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	1
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	2, 3
Sociolinguistic appropriateness	Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	3, 4
Phonological control	Has a clear, natural, pronunciation and intonation.	6
Transactions to obtain goods and services	Can explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession.	7

12e This is what I propose (page 149)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	1, 2
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.	3
Orthographic control	Can produce clearly intelligible continuous writing, which follows standard layout and paragraphing conventions. Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.	4
Reports & essays	Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. Can synthesise information and arguments from a number of sources.	5, 6

12f Japan (pages 150–151)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.	1, 2
Watching TV and film	Can understand most TV news and current affairs programmes. Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.	3, 4, 5, 6, 7
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	8
Cooperating	Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.	8
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	9

Unit 12 Review (page 152)

COMPONENT	DESCRIPTOR	EXERCISE
Reading for orientation	Can scan quickly through long and complex texts, locating relevant details.	1
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	2, 3
Vocabulary range	Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	4, 5
Sociolinguistic appropriateness	Can express him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	6
Spoken fluency	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.	8