

ASPIRE

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 Aspire?

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

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

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

How does Aspire match the aims of the CEFR?

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

The emphasis on the four skills of reading, writing, speaking and listening in *Aspire* reflects the same emphasis in the CEFR. The *Everyday English* section in each alternate unit of *Aspire* introduces and practises key functional areas of language which mirror those in the CEFR. It also encourages students to use English in realistic role play scenarios.

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

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

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

Can I learn more about this?

You can find more information about the Council of Europe at www.coe.int. Hyperlinked pdfs of the CEFR are also available at this site.

Aspire Upper Intermediate CEFR Overview

Framework level: B2

Communicative activities

Reception (spoken)

Overall listening comprehension: Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life.	U1B ex9; U1C ex7; U1E ex6; U1Everyday English ex2, 3; U2A ex8, 9; U2D ex3; U3C ex8; U3E ex2, 3; U4D ex8, 9; U5C ex2; U5D ex3, 4; U5Everyday English ex 3; U6A ex 3, 4, 5; U6B ex9, 10; U6E ex2, 3; U7C ex3, 4; U7E ex8, 9; U8E ex9; U9E ex6, 7, 9
Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.	U7A ex6, 7; U7D ex3, 4; U8A ex5, 6, 7; U9Everyday English ex2, 3
Understanding interaction between native speakers: Can keep up with an animated conversation between native speakers.	U1D ex4, 5; U6D ex2, 3; U7Everyday English ex4, 5; U8D ex2, 3; U9D ex2, 4; U9Everyday English ex4, 6

Reception (audio/visual)

Listening to radio and audio recordings: Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.	U2E ex4, 5, 7; U4A ex7, 8; U4B ex2, 3; U4E ex7; U5A ex6, 7; U5B ex2, 3; U7A ex11, 12; U8B ex3, 4; U9A ex6, 7; U9B ex5, 6, 9; U10A ex7, 8; U10B ex7; U10D ex4, 5
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.	U1A ex4, 5; U3A ex2, 4, 6, 7; U10E ex4, 5
Watching TV and film: Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.	U1A ex4, 5; U3A ex2, 4, 6, 7; U10E ex4, 5

Reception (written)

Overall reading comprehension: Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively.	U1A ex1; U1C ex3, 4; U1D ex2, 3, 9, 10; U1E ex2, 3, 4, 7; U2A ex4, 6, 7; U2C ex3, 4, 5, 6; U2D ex1, 2; U2E ex9, 10; Case Study1 ex1, 2, 3; U3B ex5; U3C ex2, 3, 4, 6; U3D ex3, 5, 7, 8; U3Everyday English ex2; U4A ex2, 3; U4C ex4, 5, 6; U4D ex2; U4E ex3, 4, 5; Case Study2 ex1, 2, 3; U5A ex4; U5C ex4; U5D ex8, 9; U5E ex2; U6A ex6, 7; U6B ex3; U6C ex5; U6D ex8, 9; Case Study3 ex1, 2; U7B ex1, 3; U7C ex6, 7; U7D ex2, 6; U7E ex3, 4, 7; U8B ex6, 9; U8C ex6; U8D ex8; U8E ex3, 5, 6; Case Study4 ex2, 3; U9C ex4, 5, 6; U9D ex10, 11, 12, 13; U10C ex4; U10E ex6; Case Study5 ex1, 2, 3
Reading for orientation: Can scan quickly through long and complex texts, locating relevant details.	U2D ex8, 9; U4C ex2; U5E ex6; U6C ex4; U6E ex4; U7D ex9; U8C ex4; U8D ex7; U10D ex12
Reading for information and argument: Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.	U10B ex3
Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	U2B ex3; U3D ex6; U5C ex7; U5E ex4; U9E ex4, 5; U10A ex3, 4; U10C ex5; U10D ex10

Interaction (spoken)

Overall spoken interaction: Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas.	U1D ex1, 8; U1Video ex1, 2; U2E ex10; U5C ex5, 6, 7
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.	U6C ex5
Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.	U1A ex8; U1D ex6; U2A ex10; U2C ex1, 9; U3A ex5, 8; U4D ex12; U5B ex8; U9D ex1; U10opener ex4
Conversation: Can convey degrees of emotion and highlight the personal significance of events and experiences.	U10B ex2, 10
Informal discussion: Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly. Listening to radio audio and recordings.	U1opener ex1; U1C ex2, 5; U1Video ex7; U2A ex2, 3, 5; U2B ex1; U3opener ex1, 2; U4opener ex1, 2, 4; U6opener ex1; U9opener ex1, 4; U9B ex2, 3, 4, 8; U10opener ex1, 2; U10D ex1, 2, 3, 6, 11; U10E ex7, 8
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.	U2E ex6, 10; U4B ex1; U4C ex1, 3, 7; U4D ex1, 5, 11; U4Video ex7; U10A ex1, 9; U10C ex7
Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	U1B ex1, 9; U1E ex1; U1Everyday English ex1; U2opener ex1; U2D ex2, 7; U3A ex1, 5; U3B ex1, 2, 3, 4, 9; U3C ex1, 5; U3D ex1, 3, 4, 8; U3E ex1, 4, 7; U3Everyday English ex1, 4, 7; U4A ex1, 6; U4Video ex1, 2; U4E ex1, 2, 8; U5opener ex1, 2, 5; U5E ex1, 2, 3, 5; U5B ex1, 4; U5D ex1, 2, 11; U5E ex1, 3, 5, 7; U5Everyday English ex1; U6A ex1, 2, 9; U6B ex1, 2, 11; U6D ex1, 6; U6E ex1, 6; Case Study3 ex3; U7opener ex1, 2; U7A ex8, 10, 14; U7B ex1, 4, 7; U7C ex1, 2, 5, 8; U7E ex1, 2, 5, 6, 9; U7Video ex1, 8; U7Everyday English ex1, 2; U8opener ex1, 3; U8A ex1, 2, 12; U8B ex1, 2, 5; U8Video ex1; U8E ex1, 10; Case Study4 ex1, 4; U9opener ex3; U9A ex2, 4, 5, 10; U9C ex1, 2; U9D ex3, 9; U9Everyday English ex1, 7; U10C ex3; U10Video ex1; U10E ex1
Formal discussion (meetings): Can participate actively in routine and non-routine formal discussion.	U3E ex8, 9; U7E ex10, 11
Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.	U2B ex4; U4A ex5; U6D ex5; U9C ex8; U10A ex11; U10C ex7; U10D ex9, 13
Goal-oriented co-operation: Can help along the progress of the work by inviting others to join in, say what they think, etc.	U5E ex3; U5Everyday English ex1; U8E ex11; U9D ex9
Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.	U9Everyday English ex8
Transactions to obtain goods and services: Can cope linguistically to negotiate a solution to a dispute like an undeserved traffic ticket, financial responsibility for damage in a flat, for blame regarding an accident.	U9D ex7; U9Review ex4
Information exchange: Can pass on detailed information reliably.	U2E ex2; U5A ex4, 12; U5E ex5; U7C ex1; Case Study5 ex3
Can synthesise and report information and arguments from a number of sources.	U3opener ex1; Case Study2 ex1; U9D ex8; U9E ex11

<p>Interviewing and being interviewed:</p> <p>Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.</p>	U9E ex11
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Production (spoken)

<p>Overall spoken production:</p> <p>Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.</p>	U1 opener ex3; U1A ex3, 6; U2D ex6; U4A ex12; Case Study2 ex3; U7D ex5, 11; U10B ex3
<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>	U1B ex4, 8, 10; U2 opener ex3; U6 opener ex2; U7 opener ex4; U7A ex5; U9C ex7
<p>Sustained monologue (putting a case in a 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>	U6D ex4
<p>Addressing audiences:</p> <p>Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.</p>	U3E ex9; U7E ex12

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>	U2D ex12; U5D ex10; U7A ex9; U8D ex9, 10
<p>Creative writing:</p> <p>Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest.</p>	U1D ex11; U4D ex13; U7D ex12; U8B ex12;
<p>Reports and essays:</p> <p>Can write an essay or report which develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.</p>	U6D ex10; U9D ex14, 15; U10D ex13
<p>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.</p>	U3D ex10
<p>Can synthesise information and arguments from a number of sources.</p>	U6 ex7

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>	U1B ex2, 3, 7; U1E ex5; U1 Everyday English ex3; U2A ex1, 2; U2C ex2; Case Study1 ex2; U3A ex3; Case Study2 ex2; U3 Review ex4; U5C ex3; U6A ex6; U6C ex4, 6; U7B ex4; U7D ex1; U8C ex5; U8E ex1, 5; U9A ex3, 5; U9B ex7; U9C ex6
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Interaction

Cooperating: Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.	U7A ex9
Planning: Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	U1A ex8; U1D ex6, 11; U2D ex5, 12; U3B ex2; U3D ex4, 9; U4A ex4, 12; U4D ex12; U5A ex12; U5C ex6; U5Everyday English ex4; U6E ex7; U7A ex3; U7D ex5; U8E ex7; U9C ex9; U10D ex13

Communicative language competence

Linguistic – range

Vocabulary range: Has a good range of vocabulary for matters connected to his/her field and most general topics.	U1opener ex2; U1B ex2; U1C ex1; U1Video ex3, 6; U2opener ex2; U2A ex6; U2B ex2; U1Review ex1, 2, 6; U2Review ex1, 2, 3; U4opener ex3; U4D ex3, 6; U4E ex2, 3; U3Review ex1; U4Review ex1, 2; U5C ex1; U6A ex2; U6B ex2; U6D ex6, 7, 8; U5Review ex5; U7A ex1, 2; U7Video ex2, 7; U7Everyday English ex3; U8opener ex2; U8A ex3, 11; U8C ex2, 6; U8Review ex1, 2, 6; U9A ex1, 3; U9E ex10; U10opener ex3; U10E ex2, 3; U9Review ex1; U10Review ex1, 2
Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	U1D ex7; U2E ex1, 3, 7, 8; U3D ex2; U4A ex10,11; U4D ex6, 7; U7opener ex3, 4; U7A ex12; U7D ex7, 8, 10; U9opener ex2; U9C ex3; U9Everyday English ex5; U10A ex2, 5; U10B ex1; U10C ex2

Linguistic – control

Grammatical accuracy: Good grammatical control. Occasional ‘slips’ or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.	U8E ex3; U7Review ex2, 3; U8Review ex2, 3; U9B ex9, 10, 11, 12, 13; U9D ex13, 14; U9E ex8, 9, 11; U10B ex4, 5, 6, 8, 9, 10; U10D ex7, 8, 9
Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	U1A ex9, 10, 11; U1B ex5, 6, 8; U1C ex6, 7; U1E ex3, 7; U1Everyday English ex4; U2A ex11, 12; U2B ex5, 6, 7; U2C ex7, 8; U1Review ex3, 4, 5; U2Review ex4, 5; U3A ex9, 10, 11; U3B ex6, 7, 8, 9, 10, 11; U4B ex4, 5, 6, 7, 8, 9; U4D ex3, 4, 5, 11; U3Review ex2, 3; U4Review ex2, 3, 4; U5A ex8, 9, 10, 12; U5B ex5, 6, 7; U6A ex8; U6B ex4, 5, 6, 7, 8, 10, 11; U6E ex4, 5, 6; U5Review ex3, 4; U6Review ex3, 4, 5; U7B ex2, 5, 6, 7; U8A ex8, 10, 13; U8B ex6, 7, 9, 10, 11, 12; U8C ex1, 2, 4; U9A ex8, 9; U9Review ex2, 3; U10Review ex3, 4, 5
Vocabulary control: Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	U1A ex3; U2D ex4, 10, 11; U3C ex4, 7, 10; U3E ex3, 6; U4C ex2, 6; U4D ex10; U4E ex6; U5opener ex2; U5A ex2; U5Everyday English ex2; U6C ex1, 2, 3, 4, 6; U5Review ex1, 2; U6Review ex1, 2; U8A ex3; U8E ex1, 2, 4; U7Review ex1, 4; U9B ex1; U9E ex1, 2, 3; U10Video ex2, 6
Phonological control: Has a clear, natural pronunciation and intonation.	U1A ex7; U2B ex8, 9; U3C ex9; U4A ex9; U5A ex8, 11; U5C ex2; U5D ex5, 6; U6C ex2; U7A ex13; U8A ex4, 9; U8B ex6, 7; U8D ex5; U9D ex5, 6; U10A ex10; U10C ex6
Orthographic control: Can produce clearly intelligible continuous writing, which follows standard layout and paragraphing conventions.	U1D ex11; U3D ex10; U4D ex13; U6D ex10; U6E ex7; U7D ex12
Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.	U2D ex12; U3D ex10; U4D ex13; U6D ex10; U7D ex12

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>U1Everyday English ex5, 6; U3Everyday English ex2, 3, 4; U3Review ex4; U5D ex7; U5Everyday English ex4; U7Everyday English ex6, 7; U8D ex6; U8E ex8; U9Everyday English ex9; U10D ex9; U9Review ex4</p>
<p>Can express him or herself appropriately in situations and avoid crass errors of formulation.</p>	<p>U8D ex1, 4</p>

Pragmatic

<p>Spoken fluency:</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>U1B ex8, 10; U3B ex3, 4, 9; U7A ex4; U8A ex13; U8D ex6; U9B ex13; U10A ex6</p>
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Aspire Intermediate CEFR mapping

Framework level: B2

Unit 1 Artists

Unit 1 opener (page 5)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can express his/her ideas and opinions with precision, and present and respond to complex lines of argument convincingly.	1
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics.	2
Overall spoken production	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	3

Unit 1A Making music (pages 6–7)

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.	1
Overall spoken production	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	3, 6
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	3
Listening to radio audio and 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.	4, 5
Phonological control	Has a clear, natural pronunciation and intonation.	7
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	8
Overall spoken interaction	Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.	8
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	9, 10, 11

Unit 1B On stage (pages 8–9)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1, 9
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics.	2
Identifying clues & inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	2, 3, 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.	4, 8, 10
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	5, 6, 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.	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.	8, 10

Unit 1C Photographic art (pages 10–11)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics.	1
Informal discussion	Can express his/her ideas and opinions with precision, and present and respond to complex lines of argument convincingly.	2, 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.	3, 4
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	6, 7
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life.	7

Unit 1D Taste in music (pages 12–13)

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.	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.	2, 3, 9, 10
Understanding conversation between native speakers	Can keep up with an animated conversation between native speakers.	4, 5
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	6, 11
Overall spoken interaction	Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.	6
Vocabulary range	Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	7
Creative writing	Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest.	11
Orthographic control	Can produce clearly intelligible continuous writing, which follows standard layout and paragraphing conventions.	11

Unit 1E Art for the public (pages 14–15)

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.	2, 3, 4, 7
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	3, 7

Identifying clues & 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.	6

Unit 1 Video worksheet: A chinese artist in Harlem (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.	1, 2
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics.	3, 6
Watching TV and film	Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.	4, 5
Informal discussion	Can express his/her ideas and opinions with precision, and present and respond to complex lines of argument convincingly.	7

Everyday English: Phoning the box office (page 16)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	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.	2, 3
Identifying clues & inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	3
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	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.	5, 6

Unit 2 Crossing borders

Unit 2 opener (page 17)

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/her field and most general topics.	2
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.	3

Unit 2A International cooperation (pages 18–19)

COMPONENT	DESCRIPTOR	EXERCISE
Identifying clues & inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	1, 2
Informal discussion	Can express his/her ideas and opinions with precision, and present and respond to complex lines of argument convincingly.	2, 3, 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.	4, 6, 7
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics.	6
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life.	8, 9
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	11, 12

Unit 2B Global action (pages 20–21)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can express his/her ideas and opinions with precision, and present and respond to complex lines of argument convincingly.	1
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics.	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
Formal discussion and meetings	Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.	4
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.	8, 9

Unit 2C Leaving home (pages 22–23)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.	1, 9
Identifying clues & inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	2
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively.	3, 4, 5, 6
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	7, 8

Unit 2D Travel experiences (pages 24–25)

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.	1, 2
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	2, 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.	3
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	4, 10, 11
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	5, 12

Overall spoken production	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	6
Reading for orientation	Can scan quickly through long and complex texts, locating relevant details.	8, 9
Overall written production	Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.	12
Orthographic control	Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.	12

Unit 2E Between two cultures? (pages 26–27)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	1, 3, 7, 8
Information exchange	Can pass on detailed information reliably.	2
Listening to radio audio and recordings	Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.	4, 5, 7
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	6, 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.	9, 10
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.	10

Case Study 1 Artists for the planet (page 28)

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.	1, 2, 3
Identifying clues & inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	2

Unit 1 Review (page 29)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics.	1, 2, 6
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	3, 4, 5

Unit 2 Review (page 30)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics.	1, 2, 3
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	4, 5

Unit 3 Living in a changing world

Unit 3 opener (page 31)

COMPONENT	DESCRIPTOR	EXERCISE
Information exchange	Can synthesise and report information and arguments from a number of sources.	1
Informal discussion	Can express his/her ideas and opinions with precision, and present and respond to complex lines of argument convincingly.	1, 2

Unit 3A Embracing the future (pages 32–33)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1, 5
Listening to radio audio and recordings	Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone, etc.	2, 4, 6, 7
Identifying clues & inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	3
Overall spoken interaction	Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.	5, 8
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	9, 10, 11

Unit 3B Getting older (pages 34–35)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1, 2, 3, 4, 9
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	2
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.	3, 4, 9
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively.	5
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	6, 7, 8, 9, 10, 11

Unit 3C Nanotechnology (pages 36–37)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	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.	2, 3, 4, 6
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	4, 7, 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.	8
Phonological control	Has a clear, natural pronunciation and intonation.	9

Unit 3D Predicting the future (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, 3, 4, 8
Vocabulary range	Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	2
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively.	3, 5, 7, 8
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	4, 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
Reports and 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.	10
Orthographic control	Can produce clearly intelligible continuous writing, which follows standard layout and paragraphing conventions. Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.	10

Unit 3E Changing food culture (pages 40–41)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1, 4, 7
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life.	2, 3
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	3, 6
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively.	5
Formal discussion and meetings	Can participate actively in routine and non-routine formal discussion.	8, 9
Addressing audiences	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.	9

Everyday English: Making arrangements (page 42)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	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.	2
Sociolinguistic appropriateness	Can express him or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	2, 3, 4

Unit 4 Reaching for the stars

Unit 4 opener (page 43)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can express his/her ideas and opinions with precision, and present and respond to complex lines of argument convincingly.	1, 2, 4
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics.	3

Unit 4A Science fiction (pages 44–45)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1, 6
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.	2, 3
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	4, 12
Formal discussion and meetings	Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.	5
Listening to radio audio and recordings	Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.	7, 8
Phonological control	Has a clear, natural pronunciation and intonation.	9
Vocabulary range	Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	10, 11
Overall spoken production	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	12

Unit 4B Life on the space station (pages 46–47)

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
Listening to radio audio and recordings	Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.	2, 3
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	4, 5, 6, 7, 8, 9

Unit 4C Science fact (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, 7
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	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.	4, 5, 6

Unit 4D Unexplained events (pages 50–51)

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 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.	2
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	3, 4, 5, 11
Vocabulary range	Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	6, 7
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life.	8, 9
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	10
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	12
Overall spoken interaction	Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.	12
Creative writing	Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest.	13
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.	13

Unit 4 Video worksheet: Mysterious crop circles (page 137)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1, 2
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics.	3, 6
Watching TV and film	Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.	4, 5
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	7

Unit 4E Our universe (pages 52–53)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1, 2, 8
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics.	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.	3, 4, 5

Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	6
Listening to radio audio and recordings	Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.	7

Case Study 2 The end of the world? (page 54)

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.	1, 2, 3
Information exchange	Can synthesise and report information and arguments from a number of sources.	1
Identifying clues & inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	2
Overall spoken production	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	3

Unit 3 Review (page 55)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics.	1
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	2, 3
Identifying clues & inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	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

Unit 4 Review (page 56)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics.	1, 2
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	2, 3, 4

Unit 5 Higher education

Unit 5 opener (page 57)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1, 2, 3, 5
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	2

Unit 5A Education systems (pages 58–59)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1, 2, 3, 5
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	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.	4
Information exchange	Can pass on detailed information reliably.	4, 12
Listening to radio audio and recordings	Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.	6, 7
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	8, 9, 10, 12
Phonological control	Has a clear, natural pronunciation and intonation.	8, 11
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	12

Unit 5B Making the right choice (pages 60–61)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1, 4
Listening to radio audio and recordings	Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.	2, 3
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	5, 6, 7
Overall spoken interaction	Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.	8

Unit 5C Career paths (pages 62–63)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics.	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.	2
Phonological control	Has a clear, natural pronunciation and intonation.	2
Identifying clues & inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	3
Overall 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.	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.	5, 6, 7
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	6
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	7

Unit 5D Talking about obligations (pages 64–65)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1, 2, 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.	3, 4
Phonological control	Has a clear, natural pronunciation and intonation.	5, 6
Sociolinguistic appropriateness	Can express him or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	7
Overall 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.	8, 9
Overall written production	Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.	10

Unit 5E University life (pages 66–67)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1, 3, 5, 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.	2
Goal-oriented co-operation	Can help along the progress of the work by inviting others to join in, say what they think, etc.	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
Information exchange	Can pass on detailed information reliably.	5
Reading for orientation	Can scan quickly through long and complex texts, locating relevant details.	6

Everyday English: Applying for a student loan (page 68)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1
Goal-oriented co-operation	Can help along the progress of the work by inviting others to join in, say what they think, etc.	1
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	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.	3
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	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

Unit 6 Learning from the past

Unit 6 opener (page 69)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can express his/her ideas and opinions with precision, and present and respond to complex lines of argument convincingly.	1
Overall spoken production	Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.	2

Unit 6A Prehistory (pages 70–71)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1, 2, 9
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics.	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.	3, 4, 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.	6, 7
Identifying clues & inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	6
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	8

Unit 6B Ancient civilisations (pages 72–73)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1, 2, 11
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics.	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.	3
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	4, 5, 6, 7, 8, 10, 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.	9, 10

Unit 6C Unlocking the secrets of the past (pages 74–75)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	1, 2, 3, 4, 6
Phonological control	Has a clear, natural pronunciation and intonation.	2
Reading for orientation	Can scan quickly through long and complex texts, locating relevant details.	4, 6
Identifying clues & inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	4, 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.	5
Overall spoken interaction	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

Unit 6D Bringing the past into the present (pages 76–77)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1, 6

Understanding conversation between native speakers	Can keep up with an animated conversation between native speakers.	2, 3
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	4
Formal discussion and meetings	Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.	5
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics.	6, 7, 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.	8, 9
Reports and essays	Can write an essay or report which develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.	10
Orthographic control	Can produce clearly intelligible continuous writing, which follows standard layout and paragraphing conventions. Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence.	10

Unit 6E Your history (pages 78–79)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1, 6
Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life.	2, 3
Reading for orientation	Can scan quickly through long and complex texts, locating relevant details.	4
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	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
Reports and essays	Can synthesise information and arguments from a number of sources.	7
Orthographic control	Can produce clearly intelligible continuous writing, which follows standard layout and paragraphing conventions.	7

Case Study 3 Putting the world on the map (page 80)

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.	1, 2
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	3

Unit 5 Review (page 81)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	1, 2
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	3, 4
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics.	5

Unit 6 Review (page 82)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	1, 2
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	3, 4, 5

Unit 7 Important events

Unit 7 opener (page 83)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1, 2
Vocabulary range	Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	3, 4
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.	4

Unit 7A Coming of age (pages 84–85)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics.	1, 2
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	3
Spoken fluency	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses.	4
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.	5
Overall listening comprehension	Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.	6, 7
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	8, 10, 14
Cooperating	Can help the discussion along on familiar ground, confirming comprehension, inviting others in, etc.	9
Overall written production	Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.	9
Listening to radio audio and recordings	Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.	11, 12
Vocabulary range	Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	12
Phonological control	Has a clear, natural pronunciation and intonation.	13

Unit 7B Wedding traditions (pages 86–87)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1, 4, 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.	1, 3
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	2, 5, 6, 7
Identifying clues & inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	4

Unit 7C Birth and birthdays (pages 88–89)

COMPONENT	DESCRIPTOR	EXERCISE
Information exchange	Can pass on detailed information reliably.	1
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1, 2, 5, 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.	3, 4
Overall reading comprehension	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively.	6, 7

Unit 7D Traditions and festivals (pages 90–91)

COMPONENT	DESCRIPTOR	EXERCISE
Identifying clues & inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	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.	2, 6
Overall listening comprehension	Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.	3, 4
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	5
Overall spoken production	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	5, 11
Vocabulary range	Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	7, 8, 10
Reading for orientation	Can scan quickly through long and complex texts, locating relevant details.	9
Creative writing	Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest.	12
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.	12

Unit 7E How people celebrate (pages 92–93)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1, 2, 5, 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.	3, 4, 7

Overall listening comprehension	Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life.	8, 9
Formal discussion and meetings	Can participate actively in routine and non-routine formal discussion.	10, 11
Addressing audiences	Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.	12

Unit 7 Video worksheet: The great kite fight (page 138)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1, 8
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics.	2, 7
Watching TV and film	Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.	3, 4, 5, 6

Everyday English: Choosing a present (page 94)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1, 2
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics.	3
Understanding conversation between native speakers	Can keep up with an animated conversation between native speakers.	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, 7

Unit 8 Get to work Unit 8 opener (page 95)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1, 3
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics.	2

Unit 8A The right person for the job (pages 96–97)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1, 2, 12
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics.	3, 11
Phonological control	Has a clear, natural pronunciation and intonation.	4, 9
Overall listening comprehension	Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.	5, 6, 7
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	8, 10, 13
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.	13

Unit 8B Animals at work (pages 98–99)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1, 2, 5
Listening to radio audio and recordings	Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.	3, 4
Phonological control	Has a clear, natural pronunciation and intonation.	6, 7
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	6, 7, 9, 10, 11, 12
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.	6, 9
Creative writing	Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest.	12

Unit 8C A centuries-old occupation (pages 100–101)

COMPONENT	DESCRIPTOR	EXERCISE
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	1, 2, 4
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	3
Reading for orientation	Can scan quickly through long and complex texts, locating relevant details.	4
Identifying clues & inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	5
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.	6

Unit 8 Video worksheet: The Gauchos of Argentina (page 139)

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/her field and most general topics.	2, 6
Watching TV and film	Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.	3, 4, 5

Unit 8D Making conversation (pages 102–103)

COMPONENT	DESCRIPTOR	EXERCISE
Sociolinguistic appropriateness	Can express him or herself appropriately in situations and avoid crass errors of formulation.	1, 4
Understanding conversation between native speakers	Can keep up with an animated conversation between native speakers.	2, 3
Phonological control	Has a clear, natural pronunciation and intonation.	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.	6

Reading for orientation	Can scan quickly through long and complex texts, locating relevant details.	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.	8
Overall written production	Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.	9, 10

Unit 8E Work culture (pages 104–105)

COMPONENT	DESCRIPTOR	EXERCISE
Identifying clues & inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	1, 5
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1, 10
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	1, 2, 4
Grammatical accuracy	Good grammatical control. Occasional 'slips' or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.	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.	3, 5, 6
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	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.	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.	9
Goal-oriented co-operation	Can help along the progress of the work by inviting others to join in, say what they think etc.	11

Case Study 4 Celebrations and customs (page 106)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	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.	2, 3

Unit 7 Review (page 107)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	1, 4
Grammatical accuracy	Good grammatical control. Occasional 'slips' or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.	2, 3

Unit 8 Review (page 108)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics.	1, 2, 6
Grammatical accuracy	Good grammatical control. Occasional 'slips' or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.	2, 3

Unit 9 The economy

Unit 9 opener (page 109)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can express his/her ideas and opinions with precision, and present and respond to complex lines of argument convincingly.	1, 4
Vocabulary range	Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	2
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	3

Unit 9A Stone age economics (pages 110–111)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics.	1, 3
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	2, 4, 5, 10
Identifying clues & inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	3, 5
Listening to radio audio and recordings	Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.	6, 7
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	8, 9

Unit 9B Freeconomics (pages 112–113)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	1
Informal discussion	Can express his/her ideas and opinions with precision, and present and respond to complex lines of argument convincingly.	2, 3, 4, 8
Listening to radio audio and recordings	Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.	5, 6, 9
Identifying clues & inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	7
Grammatical accuracy	Good grammatical control. Occasional 'slips' or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.	9, 10, 11, 12, 13
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.	13

Unit 9C Social entrepreneurs (pages 114–115)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1, 2
Vocabulary range	Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	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.	4, 5, 6
Identifying clues & inferring	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	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.	7
Formal discussion and meetings	Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.	8
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	9
Addressing audiences	Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options.	10

Unit 9D Negotiating (pages 116–117)

COMPONENT	DESCRIPTOR	EXERCISE
Overall spoken interaction	Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.	1
Understanding conversation between native speakers	Can keep up with an animated conversation between native speakers.	2, 4
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	3, 9
Phonological control	Has a clear, natural pronunciation and intonation.	5, 6
Transactions to obtain goods and services	Can cope linguistically to negotiate a solution to a dispute like an undeserved traffic ticket, financial responsibility for damage in a flat, for blame regarding an accident.	7
Information exchange	Can synthesise and report information and arguments from a number of sources.	8
Goal-oriented co-operation	Can help along the progress of the work by inviting others to join in, say what they think, etc.	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.	10, 11, 12, 13
Grammatical accuracy	Good grammatical control. Occasional 'slips' or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.	13, 14
Reports and essays	Can write an essay or report which develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.	14, 15

Unit 9E The third sector (pages 118–119)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	1, 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, 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.	6, 7, 9
Grammatical accuracy	Good grammatical control. Occasional 'slips' or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.	8, 9, 11
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics.	10
Interviewing and being interviewed	Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.	11
Information exchange	Can synthesise and report information and arguments from a number of sources.	11

Everyday English: Starting your own business (page 120)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1, 7
Overall listening comprehension	Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.	2, 3
Understanding conversation between native speakers	Can keep up with an animated conversation between native speakers.	4, 6
Vocabulary range	Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	5
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.	8
Sociolinguistic appropriateness	Can express him or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	9

Unit 10 Doing the right thing

Unit 10 opener (page 121)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can express his/her ideas and opinions with precision, and present and respond to complex lines of argument convincingly.	1, 2
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics.	3
Overall spoken interaction	Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.	4

Unit 10A Blowing the whistle (pages 122–123)

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, 9
Vocabulary range	Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	2, 5
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

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.	6
Listening to radio audio and recordings	Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.	7, 8
Phonological control	Has a clear, natural pronunciation and intonation.	10
Formal discussion and meetings	Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.	11

Unit 10B Human nature (pages 124–125)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	1
Conversation	Can convey degrees of emotion and highlight the personal significance of events and experiences.	2, 10
Reading for information and argument	Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.	3
Overall spoken production	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	3
Grammatical accuracy	Good grammatical control. Occasional 'slips' or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.	4, 5, 6, 8, 9, 10
Listening to radio audio and recordings	Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.	7

Unit 10C Ethical travel (pages 126–127)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.	2
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	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.	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
Phonological control	Has a clear, natural pronunciation and intonation.	6
Formal discussion and meetings	Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.	7

Unit 10 Video worksheet: Saving the Amazon together (page 140)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.	1
Vocabulary control	Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.	2, 6

Watching TV and film	Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.	3, 4, 5
Informal discussion	Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	7

Unit 10D The right thing to do (pages 128–129)

COMPONENT	DESCRIPTOR	EXERCISE
Informal discussion	Can express his/her ideas and opinions with precision, and present and respond to complex lines of argument convincingly.	1, 2, 3, 6, 11
Listening to radio audio and recordings	Can understand recordings in standard dialect likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.	4, 5
Grammatical accuracy	Good grammatical control. Occasional 'slips' or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.	7, 8, 9
Formal discussion and meetings	Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.	9, 13
Sociolinguistic appropriateness	Can express him or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.	9
Reading for information and argument	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	10
Reading for orientation	Can scan quickly through long and complex texts, locating relevant details.	12
Planning	Can plan what is to be said and the means to say it, considering the effect on the recipient/s.	13
Reports and essays	Can write an essay or report which develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.	13

Unit 10E You've got to laugh (pages 130–131)

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/her field and most general topics.	2, 3
Listening to radio audio and 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.	4, 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.	6
Informal discussion	Can express his/her ideas and opinions with precision, and present and respond to complex lines of argument convincingly.	7, 8

Case Study 5 The rise of China (page 132)

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.	1, 2, 3
Information exchange	Can pass on detailed information reliably.	3

Unit 9 Review (page 133)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics.	1
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	2, 3
Transactions to obtain goods and services	Can cope linguistically to negotiate a solution to a dispute like an undeserved traffic ticket, financial responsibility for damage in a flat, for blame regarding an accident.	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

Unit 10 Review (page 134)

COMPONENT	DESCRIPTOR	EXERCISE
Vocabulary range	Has a good range of vocabulary for matters connected to his/her field and most general topics.	1, 2
Grammatical accuracy	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.	3, 4, 5