

PERSPECTIVES

ADVANCED

and the Common European Framework of Reference

Introduction

What is the Common European Framework of Reference?

The Council of Europe has developed the Common European Framework of Reference: Learning, Teaching, Assessment (or CEFR for short) with a view to promoting language teaching and learning within Europe. They have also recently updated and added to descriptors (see the Companion Volume with New Descriptors from 2018).

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.

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| 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 B1 level is: *Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.* At C2 level, a descriptor under the same heading is: *Can converse comfortably and appropriately, unhampered by any linguistic limitations in conducting a full social and personal life.*

How does the CEFR correspond to Perspectives?

The *Perspectives* 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.

Perspectives Pre-intermediate covers the majority of competences for B1. *Perspectives* Intermediate covers the competences for B1 and some for B2 (hence the B1+ labelling). *Perspectives* Upper Intermediate covers the competences for B2. *Perspectives* Advanced covers the competences for C1. There is, of course, built-in revision of the competences from the previous level before moving on to the new competence.

In this booklet, each exercise of the *Perspectives* series is mapped against core descriptors at the relevant global level. So, *Perspectives* Pre-intermediate is mapped at the B1 Threshold level, *Perspectives* Intermediate at the B1 Threshold and B2 Vantage levels, *Perspectives* Upper Intermediate at the B2 Vantage level, and *Perspectives* Advanced at the C1 Effective Operational Proficiency level.

The descriptors contained in this document have been updated to match the revisions to the wording in the COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES: LEARNING, TEACHING, ASSESSMENT, COMPANION VOLUME WITH NEW DESCRIPTORS from 2018.

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

How does PERSPECTIVES match the aims of the CEFR?

Perspectives' grammar and vocabulary syllabus encourages the linguistic competences needed for students to be able to communicate successfully. In particular, the *Grammar*, *Vocabulary* and *Vocabulary Builder* sections provide information and practice necessary for students to build their understanding and use.

The emphasis on the four skills of reading, writing, speaking and listening in *Perspectives* reflects the same emphasis in the CEFR. The *Critical thinking* sections develop students' in-depth listening skills. The *My perspective* section in each unit of

Perspectives introduces and practises a range of spoken interaction and spoken production competences which mirror those in the CEFR.

Section D in each unit of *Perspectives* develops students' ability to follow real spoken production in English in the form of talks and lectures.

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](#).

Communicative activities: Spoken Reception

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| <p>Overall listening comprehension:</p> <p>Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.</p> <p>Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.</p> <p>Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.</p> | <p>U1A ex5, 6; U2A ex 6, 7; U2E ex1; U3A ex 6, 7; U3B ex 5; U3C ex5; U3E ex. 3; U5A ex 6, 7; U7E ex 2, 3; U10A ex 4, 7, 8, 9; U10E 2, 3;</p> |
| <p>Understanding interaction between other speakers:</p> <p>Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics.</p> | <p>U1A ex5, 6; U1E ex1, 2; U2E ex1; U4E ex 2, 4; U6E ex 2, 3; U7E ex 2, 3; U8A ex 5, 6; U8E ex 2, 4;</p> |
| <p>Listening as a member of a live audience:</p> <p>Can follow most lectures, discussions and debates with relative ease.</p> | <p>U1D ex5, 6, 7; U2D 1, 7, 8; U3C ex5; U3D 4, 5, 6, 7; U3E ex. 3; U4D ex 4, 5, 7, 8; U5A ex 6, 7; U5D ex 4, 5, 6, 7; U6D ex 6, 7, 8, 9; U7D ex 5, 6, 7, 9; U8D ex 3, 4, 5; U9D ex 5, 6, 7; U10D ex 5, 6, 8;</p> |
| <p>Listening to radio, audio and recordings:</p> <p>Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers.</p> | <p>U4A ex 6, 7; U5E ex. 3, 4; U6A ex 5, 6, 7, 10; U7A ex 4, 5; U8A ex 5, 6; U9A ex 6, 7;</p> |

Written Reception

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| <p>Overall reading comprehension:</p> <p>Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.</p> | <p>U1B ex3, 4, 5; U1E ex7, 8; U2B ex 4, 5; U2E ex 9; U3B ex 3, 4, 5; U4B ex 3, 4, 5; U4E ex 10; U5B ex 4, 5; U6B ex 4, 5, 6, 8; U6E ex 8, 10; U7B ex 5, 6; U7E ex 8; U8B ex 5, 7; U8E ex 7; U9B ex 4, 5; U9E ex 2; U10B ex 4, 5, 6; U10E ex 9</p> |
| <p>Reading correspondence:</p> <p>Can understand any correspondence given the occasional use of a dictionary.</p> | <p>U3E ex 6; U5E ex 8, 9;</p> |
| <p>Reading for information and argument:</p> <p>Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.</p> | <p>U1B ex5, 8; U2B ex 5; U3B ex 9; U4B ex 5; U5B ex 6; U7B ex 7; U9B ex 6; U10B ex 7;</p> |

Reception strategies

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| <p>Identifying cues and inferring:</p> <p>Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.</p> | <p>U1B ex8; U1D ex8; U2D ex 9; U3B ex 9, 10; U3D ex 8; U6B ex 6, 9; U8D ex 8; U10A ex 19; U10B ex 7;</p> |
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Spoken Production

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| <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> | <p>U1C ex8; U2E ex 7, 8; U3E ex 5; U4C ex 6; U4D 10; U5A ex 5; U5A ex 15, 16; U5E ex 7; U6A ex 8, 13; U6C ex 7; U7E ex 7; U8D ex 1; U9A ex 1; U10E ex 7;</p> |
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| <p>Sustained monologue (describing experience):</p> <p>Can give clear, detailed descriptions of complex subjects.</p> <p>Can give elaborate descriptions and narratives, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.</p> | <p>U1A ex12; U2C ex 13; U2E ex 6, 7, 8; U5B ex8; U10E ex 7;</p> |
| <p>Sustained monologue (putting a case):</p> <p>Can argue a case on a complex issue, formulating points precisely and employing emphasis effectively.</p> <p>Can develop an argument systematically in well-structured speech, taking into account the interlocutor's perspective, highlighting significant points with supporting examples and concluding appropriately.</p> | <p>U3E ex 5; U4A ex 13; U4C ex 6; U4D 10; U5B ex8;</p> |
| <p>Addressing audiences:</p> <p>Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples.</p> <p>Can handle interjections well, responding spontaneously and almost effortlessly.</p> | <p>U1C ex8; U2C ex 13; U4C ex 6; U4D 10; U4E ex 7; U5A ex 15, 16; U5C ex9; U5E ex 7; U6A ex 13; U9E ex 10; U10E ex 7;</p> |

Written Production

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| <p>Overall written production:</p> <p>Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.</p> | <p>U2C ex 13; U2E ex 15; U3C ex 11, 12; U3E ex 8; U4E ex 9; U5C ex 9; U5E ex 10; U6A ex 13; U6A ex 10; U7C ex 9; U8C ex 9; U9E ex 3, 4;</p> |
| <p>Creative writing:</p> <p>Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind.</p> | <p>U1C ex8; U2C ex 13; U2E ex 15; U3C ex 11, 12; U4D ex 10; U5C ex 9; U6A ex 13; U6A ex 10; U7C ex 9; U8C ex 9; U9C ex 9; U10C ex 8;</p> |
| <p>Reports and essays:</p> <p>Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues.</p> <p>Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.</p> | <p>U4E ex 12; U6E ex 11, 12; U7E ex 12; U8E ex 8, 11;</p> |

Spoken Interaction

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| <p>Overall spoken interaction:</p> <p>Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.</p> | <p>U1B ex7; U1D ex9; U2A ex8; U2B ex 3; U2C ex 1, 12; U2D ex 4, 10; U3A ex 8, 13; U3C ex 1; U3D ex 9; U3E ex 1; U4A ex 1, 3, 4, 8; U5A ex 1; U5A ex 8, 13, 14; U5B ex 3; U5C ex 1; U5D ex 9; U5E ex 2; U6A ex 1; U6B ex 3, 7, 9; U6C ex 5; U6D ex 5, 11, 12; U6E ex 1, 7; U7A ex 1, 6; U7B ex 4, 9; U7C ex 1; U7D ex 4, 11; U7E ex 1; U8A ex 1, 2, 7, 10; U8B ex 4, 8; U8C ex 1, 6, 7; U8D ex 8; U8E ex 1, 6; U9A ex 4, 5, 8, 13; U9B ex 3, 6, 7; U9C ex 1; U9D ex 4, 10; U9E ex 1, 2; U10A ex 1, 3, 5; U10B ex 3, 8; U10C ex 1, 6; U10D ex 10; U10E ex 1</p> |
| <p>Conversation:</p> <p>Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.</p> | <p>U1A ex1; U1B ex2; U1E ex4; U2A ex 1, 5; U2C ex 3; U3A ex 1; U5D ex3; U6C ex 10; U8A ex 4</p> |
| <p>Informal discussion:</p> <p>Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.</p> | <p>U1A ex4; U1C ex8; U2A ex 15, 16; U4B ex 6; U4C ex 10; U4D 10; U4E ex 5; U6A ex 4; U6C ex 8, 9; U6E ex 6; U7A ex 3; U7C ex 8, 9; U8c ex 9; U9C ex 8, 9; U9D ex 10; U9E ex 4; U10A ex 13; U10C ex 8; U10D ex 12</p> |

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| Formal discussion: Can easily keep up with the debate, even on abstract, complex unfamiliar topics. | U5C ex9; U9E ex 10 |
| Can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately. | U5E ex 7 |
| Interviewing and being interviewed: Can participate fully in an interview, as either interviewer or interviewee, expanding and developing the point being discussed fluently without any support, and handling interjections well. | U7A ex 10; U7E ex 5, 6; U8C ex 9 |

Written Interaction

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| Overall written interaction: Can express him/herself with clarity and precision, relating to the addressee flexibly and effectively. | U3E ex 8; U9A ex 11 |
| Correspondence: Can express him/herself with clarity and precision in personal correspondence, using language flexibly and effectively, including emotional, allusive and joking usage. | U3E ex 8; U5E ex 10; U9A ex 11 |

Working with text

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| Note-taking (lectures, seminars, meetings etc): Can take detailed notes during a lecture on topics in his/her field of interest, recording the information so accurately and so close to the original that the notes could also be useful to other people. | U3D ex 5; U10A ex 16; U10D ex 1, 5; |
| Processing text in writing: Can summarise in writing a long and complex text (in Language A) (e.g. academic or political analysis article, novel extract, editorial, literary review, report, or extract from a scientific book) for a specific audience, respecting the style and register of the original. | U1C ex8; U1E ex 9, 10; U2c ex 13; U9B ex 4; U9C ex 9; U9E ex 10; U10E ex 10; |

Communicative language competence:

Linguistic – range

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| Vocabulary range: Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | U1A ex3; U1B ex1; U2A ex 2, 3, 4, 11; U2B ex 1, 2; U3A ex 3, 4; U3B ex 1, 2; U4A ex 2; U4B ex 1; U5A ex 2, 3; U5B ex 1, 2; U5D ex 8; U5E ex 1; U6A ex 2, 3; U6B ex 1, 2; U7A ex 2; U7B ex 1, 2, 3; U8A ex 3, 4; U8B ex 1, 2, 3; U9A ex 2, 3; U9B ex 1, 2; U10A ex 2; U10B ex 1, 2; U10E ex 4; |
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Linguistic – control

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| Grammatical accuracy: Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot. | U1A ex7-10; U1C ex1-5; U2A ex 9-14; U2C ex 4-7; 9-11; U3A ex 9-12; U3C ex 3, 4, 6, 8-10; U4A ex 9, 10; U4C ex 2-6, 9; U5A ex 9-12; U5C ex 2, 3, 6, 7; U6A ex 9-12; U6C ex 2-4, 6; U7A ex 7-10; U7C ex 1, 2, 3, 5, 6, 7; U8A ex 8, 10; U8C ex 2, 3, 4, 5; U9A ex 9, 10, 11, 12; U9C ex 1-4, 7; U10A ex 11-14, 18; U10C ex 3, 4, 5; |
| Vocabulary control: Occasional minor slips, but no significant vocabulary errors. | U2B ex 3; U2D ex 9; U2E ex 10, 12; U3B ex 6; U3D ex 8; U4A ex 3; U4D ex 9; U5A ex 4, 6, 15; U5E ex 2; U6A ex 2, 3; U6B ex 3; U6D ex 10; U7D ex 10; U8A ex 3, 4; U8B ex 7; U8D ex 6; U9A ex 4; U9D ex 9; U10A ex 3, 8; U10D ex 11; U10E ex 4; |
| Phonological control: Can employ the full range of phonological features in the target language with sufficient control to ensure intelligibility throughout. Can articulate virtually all the sounds of the target language; some features of accent retained from other language(s) may be noticeable, but they do not affect intelligibility. | U1E ex3; U2C ex 8; U2E ex 4,5; U3C ex 7; U4A ex 11; U5C ex 4; U6E ex 5, 6; U7C ex 4; U8A ex 9; U8E ex 3; U9E ex 8, 9; U10A ex 15; U10E ex 5; |
| Orthographic control: Layout, paragraphing and punctuation are consistent and helpful. Spelling is accurate, apart from occasional slips of the pen. | U1E ex9, 10; U2E ex 13, 14, 15; U3E ex 7; U9A ex 11, 12; U9E ex 3; |

Sociolinguistic

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|---|-----------------------------------|
| Sociolinguistic appropriateness: Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts; may, however, need to confirm occasional details, especially if the accent is unfamiliar. Can follow films employing a considerable degree of slang and idiomatic usage. | U5E ex 9; U7B ex 8; U7E ex 4, 11; |
| Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | U2E ex 12, 13; U3B ex 9, 10; |

Pragmatic

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| Coherence: Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices. | U1E ex4; U10E ex 10; |
| Spoken fluency: Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language. | U1A ex12; U1C ex8; U1E ex4; U2C ex 12; U3A ex 13; U4C ex 10; U5A ex 1, 13; U5B ex 8; U5D ex 9; U6A ex 8; U6C ex 8; U6D ex 12; U7B ex 9; U7C ex 8; U7D ex 11; U8D ex 8; U9A ex 8; U9B ex 7; U9D ex 10; U10B ex 8; U10D ex 12 |

PERSPECTIVES Advanced CEF mapping

Framework level: C1

Unit 1 Hopes and dreams

1A A dream come true (pages 8–11)

| Component | Descriptor | Exercise |
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| Conversation | Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | 1 |
| Vocabulary range | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 3 |
| Informal discussion | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 4 |
| Overall listening comprehension | Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. | 5, 6 |
| Understanding interaction between other speakers | Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics. | 5, 6 |
| Grammatical accuracy | Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot. | 7-10 |
| Sustained monologue (describing experience) | Can give clear, detailed descriptions of complex subjects. Can give elaborate descriptions and narratives, integrating sub themes, developing particular points and rounding off with an appropriate conclusion. | 12 |
| Spoken fluency | Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language. | 12 |

1B Dream jobs (pages 12–13)

| Component | Descriptor | Exercise |
|--------------------------------------|--|----------|
| Vocabulary range | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 1 |
| Conversation | Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | 2 |
| Overall reading comprehension | Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections. | 3, 4, 5 |
| Reading for information and argument | Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions. | 5, 8 |
| Overall spoken interaction | Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language. | 7 |
| Identifying cues and inferring | Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next. | 8 |

1C Bridging the gap (pages 14–15)

| Component | Descriptor | Exercise |
|----------------------------|--|----------|
| Grammatical accuracy | Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot. | 1-5 |
| Creative writing | Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind. | 8 |
| Processing text in writing | Can summarise in writing a long and complex text (in Language A) (e.g. academic or political analysis article, novel extract, editorial, literary review, report, or extract from a scientific book) for a specific audience, respecting the style and register of the original. | 8 |
| Informal discussion | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 8 |
| Overall spoken production | Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail. | 8 |
| Addressing audiences | Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples. Can handle interjections well, responding spontaneously and almost effortlessly. | 8 |
| Spoken fluency | Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language. | 8 |

1D Five ways to kill your dreams (pages 16–17)

| Component | Descriptor | Exercise |
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| Listening as a member of a live audience | Can follow most lectures, discussions and debates with relative ease. | 5, 6, 7 |
| Identifying cues and inferring | Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next. | 8 |
| Overall spoken interaction | Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language. | 9 |

1E The secrets of success (pages 18–19)

| Component | Descriptor | Exercise |
|--|--|----------|
| Understanding interaction between other speakers | Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics. | 1, 2 |
| Phonological control | Can employ the full range of phonological features in the target language with sufficient control to ensure intelligibility throughout. Can articulate virtually all the sounds of the target language; some features of accent retained from other language(s) may be noticeable, but they do not affect intelligibility. | 3 |
| Conversation | Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage | 4 |
| Coherence | Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices. | 4 |
| Spoken fluency | Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language. | 4 |
| Overall reading comprehension | Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections. | 7, 8 |
| Processing text in writing | Can summarise in writing a long and complex text (in Language A) (e.g. academic or political analysis article, novel extract, editorial, literary review, report, or extract from a scientific book) for a specific audience, respecting the style and register of the original. | 9, 10 |
| Orthographic control | Layout, paragraphing and punctuation are consistent and helpful. Spelling is accurate, apart from occasional slips of the pen. | 9, 10 |

Unit 2 Reading the world

2A Telling a story (pages 20–21)

| Component | Descriptor | Exercise |
|---------------------------------|--|-------------|
| Conversation | Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | 1, 5 |
| Vocabulary range | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 2, 3, 4, 11 |
| Overall listening comprehension | Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. | 6, 7 |
| Overall spoken interaction | Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language. | 8 |
| Grammatical accuracy | Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot. | 9-14 |
| Informal discussion | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 15, 16 |

2B Travel broadens the mind (pages 24–25)

| Component | Descriptor | Exercise |
|--------------------------------------|--|----------|
| Vocabulary range | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 1, 2 |
| Vocabulary control | Occasional minor slips, but no significant vocabulary errors. | 3 |
| Overall spoken interaction | Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language. | 3 |
| Overall reading comprehension | Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections. | 4, 5 |
| Reading for information and argument | Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions. | 5 |

2C Moments of inspiration (pages 26–27)

| Component | Descriptor | Exercise |
|----------------------------|--|-----------|
| Overall spoken interaction | Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language. | 1, 12 |
| Conversation | Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | 3 |
| Grammatical accuracy | Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot. | 4-7; 9-11 |

| | | |
|---|--|----|
| Phonological control | Can employ the full range of phonological features in the target language with sufficient control to ensure intelligibility throughout. Can articulate virtually all the sounds of the target language; some features of accent retained from other language(s) may be noticeable, but they do not affect intelligibility. | 8 |
| Spoken fluency | Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language. | 12 |
| Processing text in writing | Can summarise in writing a long and complex text (in Language A) (e.g. academic or political analysis article, novel extract, editorial, literary review, report, or extract from a scientific book) for a specific audience, respecting the style and register of the original. | 13 |
| Overall written production | Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion. | 13 |
| Creative writing | Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind. | 13 |
| Sustained monologue (describing experience) | Can give clear, detailed descriptions of complex subjects. Can give elaborate descriptions and narratives, integrating sub themes, developing particular points and rounding off with an appropriate conclusion. | 13 |
| Addressing audiences | Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples. Can handle interjections well, responding spontaneously and almost effortlessly. | 13 |

2D My year reading a book from every country in the world (pages 28–29)

| Component | Descriptor | Exercise |
|--|--|----------|
| Listening as a member of a live audience | Can follow most lectures, discussions and debates with relative ease. | 1, 7, 8 |
| Overall spoken interaction | Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language. | 4, 10 |
| Identifying cues and inferring | Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next. | 9 |
| Vocabulary control | Occasional minor slips, but no significant vocabulary errors. | 9 |

2E To cut a long story short (pages 30–31)

| Component | Descriptor | Exercise |
|--|--|----------|
| Overall listening comprehension | Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. | 1 |
| Understanding interaction between other speakers | Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics. | 1 |
| Phonological control | Can employ the full range of phonological features in the target language with sufficient control to ensure intelligibility throughout. Can articulate virtually all the sounds of the target language; some features of accent retained from other language(s) may be noticeable, but they do not affect intelligibility. | 4, 5 |

| | | |
|---|---|------------|
| Sustained monologue (describing experience) | Can give clear, detailed descriptions of complex subjects. Can give elaborate descriptions and narratives, integrating sub themes, developing particular points and rounding off with an appropriate conclusion. | 6, 7, 8 |
| Overall spoken production | Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail. | 7, 8 |
| Overall reading comprehension | Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections. | 9 |
| Vocabulary control | Occasional minor slips, but no significant vocabulary errors. | 10, 12 |
| Sociolinguistic appropriateness | Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | 12, 13 |
| Orthographic control | Layout, paragraphing and punctuation are consistent and helpful. Spelling is accurate, apart from occasional slips of the pen. | 13, 14, 15 |
| Overall written production | Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion. | 15 |
| Creative writing | Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind. | 15 |

Unit 3 Pristine places

3A Deep blue sea (pages 32–35)

| Component | Descriptor | Exercise |
|---------------------------------|--|----------|
| Conversation | Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | 1 |
| Vocabulary range | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 3, 4 |
| Overall listening comprehension | Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. | 6, 7 |
| Overall spoken interaction | Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language. | 8, 13 |
| Grammatical accuracy | Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot. | 9-12 |
| Spoken fluency | Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language. | 13 |

3B Into the Okavango (pages 36–37)

| Component | Descriptor | Exercise |
|-------------------------------|---|----------|
| Vocabulary range | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 1, 2 |
| Overall reading comprehension | Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections. | 3, 4, 5 |

| | | |
|--------------------------------------|--|-------|
| Overall listening comprehension | Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. | 5 |
| Vocabulary control | Occasional minor slips, but no significant vocabulary errors. | 6 |
| Reading for information and argument | Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions. | 9 |
| Identifying cues and inferring | Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next. | 9, 10 |
| Sociolinguistic appropriateness | Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | 9, 10 |

3C World Heritage Sites (pages 38–39)

| Component | Descriptor | Exercise |
|--|--|---------------|
| Overall spoken interaction | Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language. | 1 |
| Grammatical accuracy | Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot. | 3, 4, 6, 8-10 |
| Overall listening comprehension | Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. | 5 |
| Listening as a member of a live audience | Can follow most lectures, discussions and debates with relative ease. | 5 |
| Phonological control | Can employ the full range of phonological features in the target language with sufficient control to ensure intelligibility throughout. Can articulate virtually all the sounds of the target language; some features of accent retained from other language(s) may be noticeable, but they do not affect intelligibility. | 7 |
| Overall written production | Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion. | 11, 12 |
| Creative writing | Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind. | 11, 12 |

3D An underwater museum, teeming with life (pages 40–41)

| Component | Descriptor | Exercise |
|--|--|------------|
| Note-taking (lectures, seminars, meetings etc) | Can take detailed notes during a lecture on topics in his/her field of interest, recording the information so accurately and so close to the original that the notes could also be useful to other people. | 5 |
| Listening as a member of a live audience | Can follow most lectures, discussions and debates with relative ease. | 4, 5, 6, 7 |
| Identifying cues and inferring | Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next. | 8 |
| Vocabulary control | Occasional minor slips, but no significant vocabulary errors. | 8 |
| Overall spoken interaction | Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language. | 9 |

3E World Oceans Day (pages 42–43)

| Component | Descriptor | Exercise |
|--|--|----------|
| Overall spoken interaction | Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language. | 1 |
| Overall listening comprehension | Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. | 3 |
| Listening as a member of a live audience | Can follow most lectures, discussions and debates with relative ease. | 3 |
| Overall spoken production | Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail. | 5 |
| Sustained monologue (putting a case) | Can argue a case on a complex issue, formulating points precisely and employing emphasis effectively. Can develop an argument systematically in well-structured speech, taking into account the interlocutor's perspective, highlighting significant points with supporting examples and concluding appropriately. | 5 |
| Reading correspondence | Can understand any correspondence given the occasional use of a dictionary. | 6 |
| Orthographic control | Layout, paragraphing and punctuation are consistent and helpful. Spelling is accurate, apart from occasional slips of the pen. | 7 |
| Overall written interaction | Can express him/herself with clarity and precision, relating to the addressee flexibly and effectively. | 8 |
| Correspondence | Can express him/herself with clarity and precision in personal correspondence, using language flexibly and effectively, including emotional, allusive and joking usage. | 8 |
| Overall written production | Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion. | 8 |

Unit 4 Discovery

4A Voyages of discovery (pages 44–47)

| Component | Descriptor | Exercise |
|--|--|------------|
| Overall spoken interaction | Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language. | 1, 3, 4, 8 |
| Vocabulary range | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 2 |
| Vocabulary control | Occasional minor slips, but no significant vocabulary errors. | 3 |
| Listening to radio, audio and recordings | Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers. | 6, 7 |
| Grammatical accuracy | Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot. | 9, 10 |
| Phonological control | Can employ the full range of phonological features in the target language with sufficient control to ensure intelligibility throughout. Can articulate virtually all the sounds of the target language; some features of accent retained from other language(s) may be noticeable, but they do not affect intelligibility. | 11 |
| Sustained monologue (putting a case) | Can argue a case on a complex issue, formulating points precisely and employing emphasis effectively. Can develop an argument systematically in well-structured speech, taking into account the interlocutor's perspective, highlighting significant points with supporting examples and concluding appropriately. | 13 |

4B Discovering the past (pages 48–49)

| Component | Descriptor | Exercise |
|--------------------------------------|---|----------|
| Vocabulary range | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 1 |
| Overall reading comprehension | Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections. | 3, 4, 5 |
| Reading for information and argument | Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions. | 5 |
| Informal discussion | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 6 |

4C Satellite technology (pages 50–51)

| Component | Descriptor | Exercise |
|--------------------------------------|---|----------|
| Grammatical accuracy | Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot. | 2-6, 9 |
| Overall spoken production | Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail. | 6 |
| Sustained monologue (putting a case) | Can argue a case on a complex issue, formulating points precisely and employing emphasis effectively. Can develop an argument systematically in well-structured speech, taking into account the interlocutor's perspective, highlighting significant points with supporting examples and concluding appropriately. | 6 |

| | | |
|----------------------|--|----|
| Addressing audiences | Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples. Can handle interjections well, responding spontaneously and almost effortlessly. | 6 |
| Spoken fluency | Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language. | 10 |
| Informal discussion | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 10 |

4D The Boiling River of the Amazon (pages 52–53)

| Component | Descriptor | Exercise |
|--|---|------------|
| Listening as a member of a live audience | Can follow most lectures, discussions and debates with relative ease. | 4, 5, 7, 8 |
| Vocabulary control | Occasional minor slips, but no significant vocabulary errors. | 9 |
| Creative writing | Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind. | 10 |
| Informal discussion | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 10 |
| Overall spoken production | Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail. | 10 |
| Sustained monologue (putting a case) | Can argue a case on a complex issue, formulating points precisely and employing emphasis effectively. Can develop an argument systematically in well-structured speech, taking into account the interlocutor's perspective, highlighting significant points with supporting examples and concluding appropriately. | 10 |
| Addressing audiences | Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples. Can handle interjections well, responding spontaneously and almost effortlessly. | 10 |

4E Breakthroughs (pages 54–55)

| Component | Descriptor | Exercise |
|--|--|----------|
| Understanding interaction between other speakers | Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics. | 2, 4 |
| Informal discussion | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 5 |
| Addressing audiences | Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples. Can handle interjections well, responding spontaneously and almost effortlessly. | 7 |
| Overall written production | Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion. | 9 |
| Overall reading comprehension | Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections. | 10 |
| Reports and essays | Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. Can expand and support points of view at some length with subsidiary points, reasons and relevant examples. | 12 |

Unit 5 Global citizen

5A Role models (pages 56–59)

| Component | Descriptor | Exercise |
|--|--|--------------|
| Overall spoken interaction | Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language. | 1, 8, 13, 14 |
| Spoken fluency | Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language. | 1, 13 |
| Vocabulary range | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 2, 3 |
| Vocabulary control | Occasional minor slips, but no significant vocabulary errors. | 4, 6, 15 |
| Overall spoken production | Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail. | 5, 15, 16 |
| Overall listening comprehension | Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. | 6, 7 |
| Listening as a member of a live audience | Can follow most lectures, discussions and debates with relative ease. | 6, 7 |
| Grammatical accuracy | Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot. | 9-12 |
| Addressing audiences | Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples. Can handle interjections well, responding spontaneously and almost effortlessly. | 15, 16 |

5B Making a difference (pages 60–61)

| Component | Descriptor | Exercise |
|---|--|----------|
| Vocabulary range | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 1, 2 |
| Overall spoken interaction | Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language. | 3 |
| Overall reading comprehension | Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections. | 4, 5 |
| Reading for information and argument | Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions. | 6 |
| Sustained monologue (describing experience) | Can give clear, detailed descriptions of complex subjects. Can give elaborate descriptions and narratives, integrating sub themes, developing particular points and rounding off with an appropriate conclusion. | 8 |

| | | |
|--------------------------------------|---|---|
| Sustained monologue (putting a case) | Can argue a case on a complex issue, formulating points precisely and employing emphasis effectively. Can develop an argument systematically in well-structured speech, taking into account the interlocutor's perspective, highlighting significant points with supporting examples and concluding appropriately. | 8 |
| Spoken fluency | Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language. | 8 |

5C Ice buckets and rice buckets (pages 62–63)

| Component | Descriptor | Exercise |
|----------------------------|--|------------|
| Overall spoken interaction | Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language. | 1 |
| Grammatical accuracy | Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot. | 2, 3, 6, 7 |
| Phonological control | Can employ the full range of phonological features in the target language with sufficient control to ensure intelligibility throughout. Can articulate virtually all the sounds of the target language; some features of accent retained from other language(s) may be noticeable, but they do not affect intelligibility. | 4 |
| Overall written production | Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion. | 9 |
| Creative writing | Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind. | 9 |
| Formal discussion | Can easily keep up with the debate, even on abstract, complex unfamiliar topics. | 9 |
| Addressing audiences | Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples. Can handle interjections well, responding spontaneously and almost effortlessly. | 9 |

5D What does it mean to be a citizen of the world? (pages 64–67)

| Component | Descriptor | Exercise |
|--|--|------------|
| Conversation | Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | 3 |
| Listening as a member of a live audience | Can follow most lectures, discussions and debates with relative ease. | 4, 5, 6, 7 |
| Vocabulary range | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 8 |
| Overall spoken interaction | Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language. | 9 |
| Spoken fluency | Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language. | 9 |

5E Changes (pages 66–67)

| Component | Descriptor | Exercise |
|--|--|----------|
| Vocabulary range | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 1 |
| Vocabulary control | Occasional minor slips, but no significant vocabulary errors. | 2 |
| Overall spoken interaction | Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language. | 2 |
| Listening to radio, audio and recordings | Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers. | 3, 4 |
| Overall spoken production | Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail. | 7 |
| Formal discussion | Can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately. | 7 |
| Addressing audiences | Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples. Can handle interjections well, responding spontaneously and almost effortlessly. | 7 |
| Reading correspondence | Can understand any correspondence given the occasional use of a dictionary. | 8, 9 |
| Sociolinguistic appropriateness | Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts; may, however, need to confirm occasional details, especially if the accent is unfamiliar. Can follow films employing a considerable degree of slang and idiomatic usage. | 9 |
| Overall written production | Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion. | 10 |
| Correspondence | Can express him/herself with clarity and precision in personal correspondence, using language flexibly and effectively, including emotional, allusive and joking usage. | 10 |

Unit 6 Education

6A Play by the rules (pages 68–71)

| Component | Descriptor | Exercise |
|--|--|-------------|
| Overall spoken interaction | Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language. | 1 |
| Vocabulary range | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 2, 3 |
| Vocabulary control | Occasional minor slips, but no significant vocabulary errors. | 2, 3 |
| Informal discussion | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 4 |
| Listening to radio, audio and recordings | Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers. | 5, 6, 7, 10 |

| | | |
|----------------------------|--|-------|
| Spoken fluency | Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language. | 8 |
| Overall spoken production | Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail. | 8, 13 |
| Grammatical accuracy | Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot. | 9-12 |
| Overall written production | Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion. | 10 |
| Creative writing | Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind. | 10 |
| Addressing audiences | Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples. Can handle interjections well, responding spontaneously and almost effortlessly. | 13 |

6B Culture shock! (pages 72–73)

| Component | Descriptor | Exercise |
|--------------------------------|--|------------|
| Vocabulary range | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 1, 2 |
| Vocabulary control | Occasional minor slips, but no significant vocabulary errors. | 3 |
| Overall spoken interaction | Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language. | 3, 7, 9 |
| Overall reading comprehension | Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections. | 4, 5, 6, 8 |
| Identifying cues and inferring | Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next. | 6, 9 |

6C Education initiatives (pages 74–75)

| Component | Descriptor | Exercise |
|----------------------------|--|----------|
| Grammatical accuracy | Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot. | 2-4, 6 |
| Overall spoken interaction | Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language. | 5 |
| Spoken fluency | Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language. | 8 |
| Overall spoken production | Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail. | 7 |
| Informal discussion | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 8, 9 |
| Conversation | Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | 10 |

6D How to fix a broken school? Lead fearlessly, love hard (pages 76–77)

| Component | Descriptor | Exercise |
|--|--|------------|
| Overall spoken interaction | Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language. | 5, 11, 12 |
| Listening as a member of a live audience | Can follow most lectures, discussions and debates with relative ease. | 6, 7, 8, 9 |
| Vocabulary control | Occasional minor slips, but no significant vocabulary errors. | 10 |
| Spoken fluency | Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language. | 12 |

6E Testing times (pages 78–79)

| Component | Descriptor | Exercise |
|--|--|----------|
| Overall spoken interaction | Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language. | 1, 7 |
| Understanding interaction between other speakers | Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics. | 2, 3 |
| Phonological control | Can employ the full range of phonological features in the target language with sufficient control to ensure intelligibility throughout. Can articulate virtually all the sounds of the target language; some features of accent retained from other language(s) may be noticeable, but they do not affect intelligibility. | 5, 6 |
| Informal discussion | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 6 |
| Overall reading comprehension | Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections. | 8, 10 |
| Reports and essays | Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. Can expand and support points of view at some length with subsidiary points, reasons and relevant examples. | 11, 12 |

Unit 7 Moving forward

7A Getting there (pages 80–83)

| Component | Descriptor | Exercise |
|----------------------------|--|----------|
| Overall spoken interaction | Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language. | 1, 6 |
| Vocabulary range | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 2 |
| Informal discussion | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 3 |

| | | |
|--|---|------|
| Listening to radio, audio and recordings | Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers. | 4, 5 |
| Grammatical accuracy | Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot. | 7-10 |
| Interviewing and being interviewed | Can participate fully in an interview, as either interviewer or interviewee, expanding and developing the point being discussed fluently without any support, and handling interjections well. | 10 |

7B Natures algorithms (pages 84–85)

| Component | Descriptor | Exercise |
|--------------------------------------|--|----------|
| Vocabulary range | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 1, 2, 3 |
| Overall spoken interaction | Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language. | 4, 9 |
| Overall reading comprehension | Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections. | 5, 6 |
| Reading for information and argument | Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions. | 7 |
| Sociolinguistic appropriateness | Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts; may, however, need to confirm occasional details, especially if the accent is unfamiliar. Can follow films employing a considerable degree of slang and idiomatic usage. | 8 |
| Spoken fluency | Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language. | 9 |

7C Sustainable cities (pages 86–87)

| Component | Descriptor | Exercise |
|----------------------------|--|------------------|
| Overall spoken interaction | Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language. | 1 |
| Grammatical accuracy | Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot. | 1, 2, 3, 5, 6, 7 |
| Phonological control | Can employ the full range of phonological features in the target language with sufficient control to ensure intelligibility throughout. Can articulate virtually all the sounds of the target language; some features of accent retained from other language(s) may be noticeable, but they do not affect intelligibility. | 4 |
| Spoken fluency | Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language. | 8 |

| | | |
|----------------------------|---|------|
| Informal discussion | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 8, 9 |
| Overall written production | Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion. | 9 |
| Creative writing | Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind. | 9 |

7D What a driverless car could look like (pages 88–89)

| Component | Descriptor | Exercise |
|--|--|------------|
| Overall spoken interaction | Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language. | 4, 11 |
| Listening as a member of a live audience | Can follow most lectures, discussions and debates with relative ease. | 5, 6, 7, 9 |
| Identifying cues and inferring | Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next. | 8 |
| Vocabulary control | Occasional minor slips, but no significant vocabulary errors. | 10 |
| Spoken fluency | Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language. | 11 |

7E Opinion poll (pages 90–91)

| Component | Descriptor | Exercise |
|--|--|----------|
| Overall spoken interaction | Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language. | 1 |
| Overall listening comprehension | Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. | 2, 3 |
| Understanding interaction between other speakers | Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics. | 2, 3 |
| Sociolinguistic appropriateness | Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts; may, however, need to confirm occasional details, especially if the accent is unfamiliar. Can follow films employing a considerable degree of slang and idiomatic usage. | 4, 11 |
| Interviewing and being interviewed | Can participate fully in an interview, as either interviewer or interviewee, expanding and developing the point being discussed fluently without any support, and handling interjections well. | 5, 6 |
| Overall spoken production | Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail. | 7 |

| | | |
|-------------------------------|---|----|
| Overall reading comprehension | Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections. | 8 |
| Reports and essays | Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. Can expand and support points of view at some length with subsidiary points, reasons and relevant examples. | 12 |

Unit 8 the real me

8A A typical teenager (pages 92–95)

| Component | Descriptor | Exercise |
|--|--|-------------|
| Overall spoken interaction | Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language. | 1, 2, 7, 10 |
| Vocabulary range | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 3, 4 |
| Vocabulary control | Occasional minor slips, but no significant vocabulary errors. | 3, 4 |
| Conversation | Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. | 4 |
| Understanding interaction between other speakers | Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics. | 5, 6 |
| Listening to radio, audio and recordings | Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers. | 5, 6 |
| Grammatical accuracy | Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot. | 8, 10 |
| Phonological control | Can employ the full range of phonological features in the target language with sufficient control to ensure intelligibility throughout. Can articulate virtually all the sounds of the target language; some features of accent retained from other language(s) may be noticeable, but they do not affect intelligibility. | 9 |

8B Teenage superheroes (pages 96–97)

| Component | Descriptor | Exercise |
|-------------------------------|--|----------|
| Vocabulary range | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 1, 2, 3 |
| Overall spoken interaction | Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language. | 4, 8 |
| Overall reading comprehension | Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections. | 5, 7 |
| Vocabulary control | Occasional minor slips, but no significant vocabulary errors. | 7 |

8C A good night's sleep (pages 98–99)

| Component | Descriptor | Exercise |
|------------------------------------|--|------------|
| Overall spoken interaction | Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language. | 1, 6, 7 |
| Grammatical accuracy | Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot. | 2, 3, 4, 5 |
| Overall written production | Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion. | 9 |
| Creative writing | Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind. | 9 |
| Informal discussion | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 9 |
| Interviewing and being interviewed | Can participate fully in an interview, as either interviewer or interviewee, expanding and developing the point being discussed fluently without any support, and handling interjections well. | 9 |

8D The mysterious workings of the adolescent brain (pages 100–101)

| Component | Descriptor | Exercise |
|--|--|----------|
| Overall spoken production | Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail. | 1 |
| Listening as a member of a live audience | Can follow most lectures, discussions and debates with relative ease. | 3, 4, 5 |
| Vocabulary control | Occasional minor slips, but no significant vocabulary errors. | 6 |
| Overall spoken interaction | Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language. | 8 |
| Spoken fluency | Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language. | 8 |

8E Looking on the bright side (pages 102–103)

| Component | Descriptor | Exercise |
|--|--|----------|
| Overall spoken interaction | Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language. | 1, 6 |
| Understanding interaction between other speakers | Can easily follow complex interactions between third parties in group discussion and debate, even on abstract, complex unfamiliar topics. | 2, 4 |
| Phonological control | Can employ the full range of phonological features in the target language with sufficient control to ensure intelligibility throughout. Can articulate virtually all the sounds of the target language; some features of accent retained from other language(s) may be noticeable, but they do not affect intelligibility. | 3 |

| | | |
|-------------------------------|---|-------|
| Overall reading comprehension | Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections. | 7 |
| Reports and essays | Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. Can expand and support points of view at some length with subsidiary points, reasons and relevant examples. | 8, 11 |

Unit 9 A healthy life

9A How to stay well (pages 104–107)

| Component | Descriptor | Exercise |
|--|--|---------------|
| Overall spoken production | Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail. | 1 |
| Vocabulary range | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 2, 3 |
| Overall spoken interaction | Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language. | 4, 5, 8, 13 |
| Vocabulary control | Occasional minor slips, but no significant vocabulary errors. | 4 |
| Listening to radio, audio and recordings | Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers. | 6, 7 |
| Spoken fluency | Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language. | 8 |
| Grammatical accuracy | Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot. | 9, 10, 11, 12 |
| Overall written interaction | Can express him/herself with clarity and precision, relating to the addressee flexibly and effectively. | 11 |
| Correspondence | Can express him/herself with clarity and precision in personal correspondence, using language flexibly and effectively, including emotional, allusive and joking usage. | 11 |
| Orthographic control | Layout, paragraphing and punctuation are consistent and helpful. Spelling is accurate, apart from occasional slips of the pen. | 11, 12 |

9B The secrets of longevity (pages 108–109)

| Component | Descriptor | Exercise |
|----------------------------|--|----------|
| Vocabulary range | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 1, 2 |
| Overall spoken interaction | Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language. | 3, 6, 7 |
| Processing text in writing | Can summarise in writing a long and complex text (in Language A) (e.g. academic or political analysis article, novel extract, editorial, literary review, report, or extract from a scientific book) for a specific audience, respecting the style and register of the original. | 4 |

| | | |
|--------------------------------------|---|------|
| Overall reading comprehension | Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections. | 4, 5 |
| Reading for information and argument | Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions. | 6 |
| Spoken fluency | Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language. | 7 |

9C Prevention as cure (pages 110–111)

| Component | Descriptor | Exercise |
|----------------------------|--|----------|
| Overall spoken interaction | Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language. | 1 |
| Grammatical accuracy | Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot. | 1-4, 7 |
| Informal discussion | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 8, 9 |
| Processing text in writing | Can summarise in writing a long and complex text (in Language A) (e.g. academic or political analysis article, novel extract, editorial, literary review, report, or extract from a scientific book) for a specific audience, respecting the style and register of the original. | 9 |
| Creative writing | Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind. | 9 |

9D My simple invention, designed to keep my grandfather safe (pages 112–113)

| Component | Descriptor | Exercise |
|--|--|----------|
| Overall spoken interaction | Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language. | 4, 10 |
| Listening as a member of a live audience | Can follow most lectures, discussions and debates with relative ease. | 5, 6, 7 |
| Vocabulary control | Occasional minor slips, but no significant vocabulary errors. | 9 |
| Informal discussion | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 10 |
| Spoken fluency | Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language. | 10 |

9E Stronger together (pages 114–115)

| Component | Descriptor | Exercise |
|-------------------------------|--|----------|
| Overall spoken interaction | Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language. | 1, 2 |
| Overall reading comprehension | Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections. | 2 |
| Orthographic control | Layout, paragraphing and punctuation are consistent and helpful. Spelling is accurate, apart from occasional slips of the pen. | 3 |
| Overall written production | Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion. | 3, 4 |
| Informal discussion | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 4 |
| Phonological control | Can employ the full range of phonological features in the target language with sufficient control to ensure intelligibility throughout. Can articulate virtually all the sounds of the target language; some features of accent retained from other language(s) may be noticeable, but they do not affect intelligibility. | 8, 9 |
| Processing text in writing | Can summarise in writing a long and complex text (in Language A) (e.g. academic or political analysis article, novel extract, editorial, literary review, report, or extract from a scientific book) for a specific audience, respecting the style and register of the original. | 10 |
| Formal discussion | Can easily keep up with the debate, even on abstract, complex unfamiliar topics. | 10 |
| Addressing audiences | Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples. Can handle interjections well, responding spontaneously and almost effortlessly. | 10 |

Unit 10 Ideas

10A Getting ideas across (pages 116–119)

| Component | Descriptor | Exercise |
|---------------------------------|--|------------|
| Overall spoken interaction | Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language. | 1, 3, 5 |
| Vocabulary range | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 2 |
| Vocabulary control | Occasional minor slips, but no significant vocabulary errors. | 3, 8 |
| Overall listening comprehension | Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. | 4, 7, 8, 9 |
| Grammatical accuracy | Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot. | 11-14 |
| Informal discussion | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 13 |

| | | |
|--|--|----|
| Phonological control | Can employ the full range of phonological features in the target language with sufficient control to ensure intelligibility throughout. Can articulate virtually all the sounds of the target language; some features of accent retained from other language(s) may be noticeable, but they do not affect intelligibility. | 15 |
| Note-taking (lectures, seminars, meetings etc) | Can take detailed notes during a lecture on topics in his/her field of interest, recording the information so accurately and so close to the original that the notes could also be useful to other people. | 16 |
| Identifying cues and inferring | Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next. | 19 |

10B Iconic images (pages 120–121)

| Component | Descriptor | Exercise |
|--------------------------------------|--|----------|
| Vocabulary range | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 1, 2 |
| Overall spoken interaction | Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language. | 3, 8 |
| Overall reading comprehension | Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections. | 4, 5, 6 |
| Reading for information and argument | Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions. | 7 |
| Identifying cues and inferring | Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next. | 7 |
| Spoken fluency | Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language. | 8 |

10C Ideas worth spreading (pages 122–123)

| Component | Descriptor | Exercise |
|----------------------------|--|----------|
| Overall spoken interaction | Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language. | 1, 6 |
| Grammatical accuracy | Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot. | 3, 4, 5 |
| Informal discussion | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 8 |
| Creative writing | Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind. | 8 |

10D TED's secret to great public speaking (pages 124–125)

| Component | Descriptor | Exercise |
|--|--|----------|
| Note-taking (lectures, seminars, meetings etc) | Can take detailed notes during a lecture on topics in his/her field of interest, recording the information so accurately and so close to the original that the notes could also be useful to other people. | 1, 5 |
| Listening as a member of a live audience | Can follow most lectures, discussions and debates with relative ease. | 5, 6, 8 |

| | | |
|----------------------------|--|----|
| Overall spoken interaction | Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language. | 10 |
| Vocabulary control | Occasional minor slips, but no significant vocabulary errors. | 11 |
| Informal discussion | Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics. | 12 |
| Spoken fluency | Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language. | 12 |

10E Changing perspectives (pages 126–127)

| Component | Descriptor | Exercise |
|---|--|----------|
| Overall spoken interaction | Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language. | 1 |
| Overall listening comprehension | Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar. Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts. Can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. | 2, 3 |
| Vocabulary range | Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms. | 4 |
| Vocabulary control | Occasional minor slips, but no significant vocabulary errors. | 4 |
| Phonological control | Can employ the full range of phonological features in the target language with sufficient control to ensure intelligibility throughout. Can articulate virtually all the sounds of the target language; some features of accent retained from other language(s) may be noticeable, but they do not affect intelligibility. | 5 |
| Addressing audiences | Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples. Can handle interjections well, responding spontaneously and almost effortlessly. | 7 |
| Overall spoken production | Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail. | 7 |
| Sustained monologue (describing experience) | Can give clear, detailed descriptions of complex subjects. Can give elaborate descriptions and narratives, integrating sub themes, developing particular points and rounding off with an appropriate conclusion. | 7 |
| Overall reading comprehension | Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections. | 9 |
| Processing text in writing | Can summarise in writing a long and complex text (in Language A) (e.g. academic or political analysis article, novel extract, editorial, literary review, report, or extract from a scientific book) for a specific audience, respecting the style and register of the original. | 10 |
| Coherence | Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices. | 10 |